

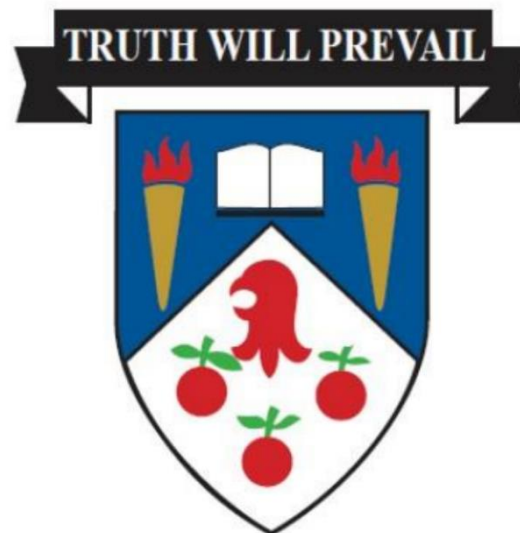
At Flora's We Matter; At Flora's We Achieve



Show compassion. Use your words and actions to help others.



*Be reliable, trustworthy, honest and fair.
Be accountable for your own actions.*



Be a life-long learner, strive to do your best and persevere with challenges.



Be considerate of yourself, others, your community and the world.

The Flora Stevenson Primary School and ELC

Standards and Quality Report

2025/2026



CONTEXT OF THE SCHOOL

The Flora Stevenson is a large, non-denominational primary school and nursery situated in the Comely Bank area of Edinburgh, we are part of the Broughton High School Learning Community. The main school building was opened in 1899 with additional space being added in early 2000s to provide a gym, dining hall and a building for the City of Edinburgh Music School primary pupils. Externally there are separate modern buildings for the nursery, and to provide three Primary 1 classes.

We are proud to be named after Flora Stevenson, who was a tireless advocate for education for disadvantaged groups, particularly girls and disadvantaged young people. Our school vision/motto is '*At Flora's We Matter, At Flora's We Achieve*' and this encapsulates everything to which we aspire. The Flora's Family ethos is very important to the whole school community, and we are proud to be a Rights Respecting School. Our values and aims were updated over the last two sessions and are already embedding well with pupils, staff and our community.

The school is led by the Head Teacher, three Depute Head Teachers and supported by a Business Manager. There were 16 full time and 9 part time teachers and 17 PSAs working across the school to support learners this session. We have 2 part time Support for Learning Teachers, 1 PSO, a part time PE teacher and 3 visiting instrumental instructors.

The school hosts the City of Edinburgh Music School, a National Centre of Excellence. This session, 13 pupils from P1-7 accessed the specialist provision. There is strong collegiate working between the music school and Flora's staff, and the Headteacher and music school assistant director work well together to ensure the best experience for all children.

This session we had 564 children from P1-7 in 20 classes and 60 children in our Nursery. Flora's is a diverse and multi-cultural school. Approximately 46% of children are from a Black & Minority Ethnic background, 17% of children have English as an additional language with over 50 different languages spoken. 31% of pupils have a recognised additional learning need. The majority of children at Flora's live in SIMD (*Scottish Index of Multiple Deprivation*) Quintile 5, with 6% living in Quintile 1. However, we are always mindful that these are broad brush strokes and can conceal hidden poverty.

Flora's has a strong and supportive parent community with a very active Parent Council that supports our improvement journey, enhancing opportunity and experience for our learners. We are pro-active in supporting parents to have as many opportunities as possible to come in to school and engage with their child's learning and the wider life of the school. We actively seek parent views on school developments and improvements. We have enjoyed classes sharing their learning at assemblies, through year group sharing events and different performances such as P7 Scottish Opera, class assemblies, and House Coffee Mornings. Fundraising whole school community events, such as the winter and summer Fairs, the regular bake Sales and uniform swaps, and the family ceilidh are very popular and well attended. The Parent Council Chairs and the HT have very good lines of communication and a supportive working relationship which benefits the whole community.

Our Aims

Our aims expand on and align with our school values. They guide us in making decisions and in working with our whole community on who we are as a school. They consider the [Wellbeing SHANARRI indicators \(**words in bold**\)](#) and support us to be better every day.



Compassion and empathy underpin how we treat one another, how we act and how we react. Feeling **nurtured** is a central human need and essential to a **healthy** life. We all work together on building a caring, warm, supportive environment where children's needs are central to our approaches ensuring that all are **included** and supported and feel happy to come to school.



We develop **responsible**, inclusive and fair approaches to life in school. We take personal responsibility for our actions and consider our impact in the community and in the world. Everyone is unique and we consider the whole child and their circumstances when making decisions that ensure learners and families are **involved** so that everyone has the right support and an equitable chance to achieve.



Learning is central to our purpose as a school and we are committed to fostering an inclusive approach to learning where learners have **active** opportunities to develop the creativity, curiosity, ambition, determination and resilience to persevere, develop independence, confidence and **achieve** to their fullest potential.



Mutual respect underpins all positive relationships and at Flora's we are polite, honest, responsible and trustworthy. We show respect for ourselves and ensure that everyone in our school and community are **respected** as we consider the impact of our actions and take responsibility, keeping ourselves and others **safe**.

School Standard and Quality Report 2025-26

What have we done? (What work/action has been undertaken within the priorities from your improvement plan 24-25? e.g. professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	How would you evaluate this QI using the HGIOS?4 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)				
- Three areas of school practice have been reviewed and developed (<i>Planning IDL, Reporting to Parents, and Assessment</i>) through teacher leadership groups. - Vision values and aims shared, understood and impacting on the culture in school. - UNCRC Rights and Global Goals are shared regularly with a planned programme as part of assemblies, house meetings and class lessons. - Work well underway for accreditation for UNCRC Gold, Reading Schools Silver, Eco Schools and Digital Schools through group and wider work.	- All teaching staff have demonstrated professional commitment in areas of school development impacting on learner experience. - Planning of school improvement has involved all teaching staff leading developments directly impacting on practice. - Vision, Values and Aims are well embedded in a short space of time and form a consistent framework for staff, parents and children to discuss expectation and aspiration. - All stakeholder views have been central to the process of improvement planning and review across the school session. - Pupil leadership group members led regular, planned, whole school discussions on various topics through Flora's Feedback Fridays which directly informed change and decisions in school. Including the focus of Global Goal work for the coming session, Digital issues informing new guidance, and design for a school mural. - UNCRC articles and Global Goals used consistently across school and in assemblies. Rights underpin and provide the framework for	- Through PRD, CAT sessions and dialogues almost all staff feel more involved and a greater sense of ownership of the SIP and of quality assurance in general. - Class feedback during QA visits showed that most learners are proud of their school and know what is expected of them. - Parent comments through engagement and surveys have shown consistently high parent satisfaction with the schools' approaches to communication and parental involvement. - Baseline and end of term learner review of Flora's	- Further develop staff leadership at all levels through practitioner enquiry, working groups and further areas of devolved responsibility. (<i>SIP 1</i>) - Continue work towards Gold level of RRS award, Eco Schools Award, Reading School Silver, and Digital Schools Award. (<i>SIP 3</i>) - Further develop Flora's Feedback Friday approach to ensure all children are connected to meaningful change and understand their voice is important. Expand voice of P1 and P2 learners in this. (<i>SIP 3</i>)	Very good

- Whole school pupil voice and involvement has been strengthened through Flora's Feedback Fridays led by Pupil Groups and informed by PL on the Lundy Model. - All stakeholders have been involved in opportunities to contribute views for school improvement.	assemblies, class charters and discussion about rules, rights and values across school. - PSAs, Teaching and Support staff consistently report a supportive, collegiate culture which makes our school a supportive workplace. - Almost all pupils report feeling safe in school and most report enjoying coming to school. - Very effective communication ensures our families feel involved and included in the life of the school. - Regular Newsletters are well used to inform the community of key aspects of school development and improvement, seek views and inform of reasons underpinning decision.	Feedback Fridays showed that: - most learners feel part of a group to share ideas. - most learners feel more listened to. - The majority feel that their ideas are listened to - Almost all teachers reported that FFF provides good opportunity for pupils to share pupil voice effectively.		
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QI 2.3 Learning, teaching and assessment (Learning and engagement; Quality of teaching; Effective use of assessment; Planning, tracking and monitoring)

- All teaching staff joined one of three leadership groups with clear terms of reference to develop areas of LTA. - The Assessment Leadership Group reviewed current assessment approaches across the school, including how evidence is gathered, stored and used to support tracking and reporting. - The Reporting Group reviewed current reporting formats and examples from other schools before creating and refining new report templates.	- Areas of development from classroom visits were identified with feedback for individual staff and collated as a school to inform improvement planning. - Through shared classroom visit observations and dialogue almost all teaching episodes showed very positive, respectful relationships with clear expectations. Most children were engaged well in the learning. - The majority of learning observed was challenging and most learning planned was appropriately differentiated and met the needs of the learners at that time. - Most learners reported that their work was at the right level and they know what they need to work on to improve. Most reported that teachers give feedback on how to improve and	- Data from shared classroom SLT visits and peer classroom visit. - Cat session/Inset day review from staff. - Staff Leadership Working Groups - Parent feedback - Pupil voice	- Further develop and embed the use of the new Learning, Teaching and Assessment Strategy and Toolkit. Identifying a core "Flora's model" of learning expectation for greater consistency across school. (SIP 2) - Develop appropriate screentime and ICT use guidance for stages across school in collaboration with staff, learners and parents. (SIP 2) - Assessment frameworks and resources for key curricular areas. (SIP 1)	Good
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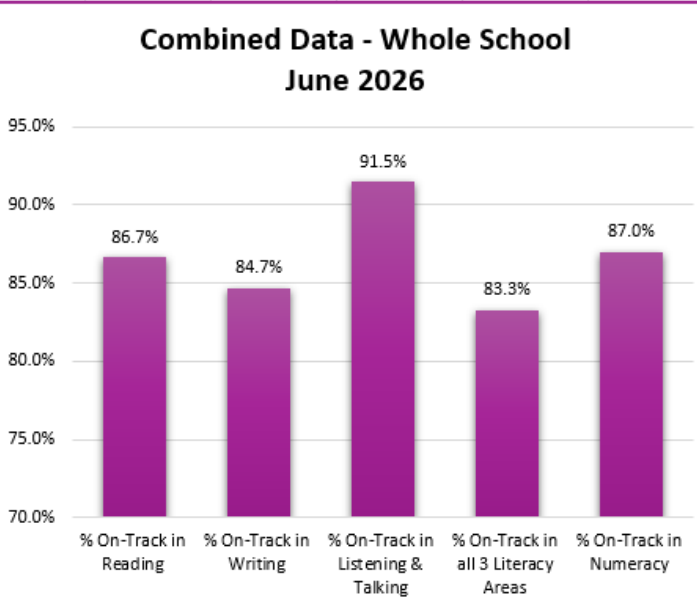
• SLT led two sets of class visits and teachers led a Peer learning round. This evaluated classroom practice against agreed criteria identifying personal and collective strengths and next steps. • Pupils shared views on pace challenge and feedback on learning through discussion. • LTA Strategy and supporting Toolkit created and put into practice. • CEC Progressions for Literacy and Numeracy used by almost all teachers	that they get the right support when they need it. • The Assessment Leadership Group work identified duplication and inconsistencies, while helping to develop a shared understanding of the purpose of assessment and the beginnings of a more consistent annual framework. • The Reporting Group work was shared with staff, senior leaders, parent representatives and families to gather feedback and improve the clarity of communication with parents. • QA of numeracy planning provided areas of strength and development, shared with staff.		• Begin to engage with draft Refreshed Curriculum Guidance (KDU Model) (SIP 1)	
QI 3.1 Ensuring wellbeing, equality and inclusion (Wellbeing; Fulfilment of statutory duties; Inclusion and equality)				
• Our staff, partners, learners and parents feel valued and supported. • Positive relationships are central to our school culture. • A robust system of planning, tracking and reviewing support for learners impacts positively on outcomes. • P5-P7 SfL Learner Voice transition plans gather pupil views on supports that are effective and these form part of transition. • PSA TT regularly reviewed and adapted to ensure	• Most learners reported that they feel safe at school and know how to ask for help and who to ask. • All teachers are very aware of the make-up of their class, and which learners are targeted as Q1/FSM/EAL/CE and these learners progress is reviewed separately and support planned. • Transition Voice Sheets SfL learners in P5-P7 impacting positively on continuity of support, learner confidence in voicing their preferences and shared staff understanding of support which impacts learners' progress. • PSA teams around specific children with enhanced needs are impacting positively on understanding and support. Targeted time for review and discussion on approaches of support ensures consistency of inclusion for learners.	• GIRFEC Tracker • Parent feedback • Classroom observations • Pupil feedback • SfL meeting minutes • GIRFEC Tracker • SfL/PSA Supports and records • PSA minutes	• Work collaboratively across the school and Learning Community to develop a meaningful Equalities Policy for Broughton. (SIP 2) • Further develop wider staff understanding of GIRFEC school tracker and systems to support meeting needs. (SIP 2)	Very good

quality support, building teams around children. Fortnightly PSA meetings provides time for discussion on key approaches, issues and concerns to be raised and addressed.	- Inclusion Team and Sfl Team direct support with key children and for the adults around them has impacted significantly on the consistency and quality of plans and approaches for enhanced need learners. - Fortnightly Sfl meetings plans and targets an ongoing review of support for learners. 3-Weekly whole team GIRFEC meetings review enhanced supported around identified children and wider holistic areas impacting progress. - Shared GIRFEC tracker provides consistency of understanding, flexibility of support and provides a robust system for meeting needs. - Regular, targeted teaching staff attainment meetings ensure that children identified as not on track are regularly reviewed, discussed and barriers to learning understood and addressed.			
QI 3.2 Raising attainment and achievement (Attainment in literacy and numeracy; Attainment over time; Overall quality of learners' achievement; Equity for all learners)				
- Continued development of CEC Pupil Tracking with staff. - School systems of identifying Targeted learners who are LAC/Q1/FME/EAL and not achieving target levels embedded well and informing higher quality dialogues with staff. - Regular moderation and challenging dialogue has supported staff in making clearer and more evidence informed professional judgements leading to	- Learners are engaged and socially adept achieving a range of skills and attributes through a wide range of offered activities and approaches. - Most learners attain national expectations of literacy and numeracy attainment. The purple graph below shows % of learners in P1-P7 combined who are attaining the expected national level in literacy and in numeracy. - Most learners make good progress from prior levels of attainment, and this is supported through a broad and well-planned range of interventions and supports. The orange/blue graph below shows the increased attainment for P2-P7 from last sessions results.	- Pupil Feedback - Staff Feedback - Parent/Carer discussions - Girfec tracker - ACEL Data	- Develop a clear "GIRFEC at Flora's" information pack for parents setting out our approaches to support, achievement and inclusion. (SIP 2) - Further develop clear assessment guidelines and processes. (SIP 1) - Further evidence of progress to ensure that planned approaches are maintain improving attainment over time. (SIP 1)	Good

improved understanding of attainment and achievement.

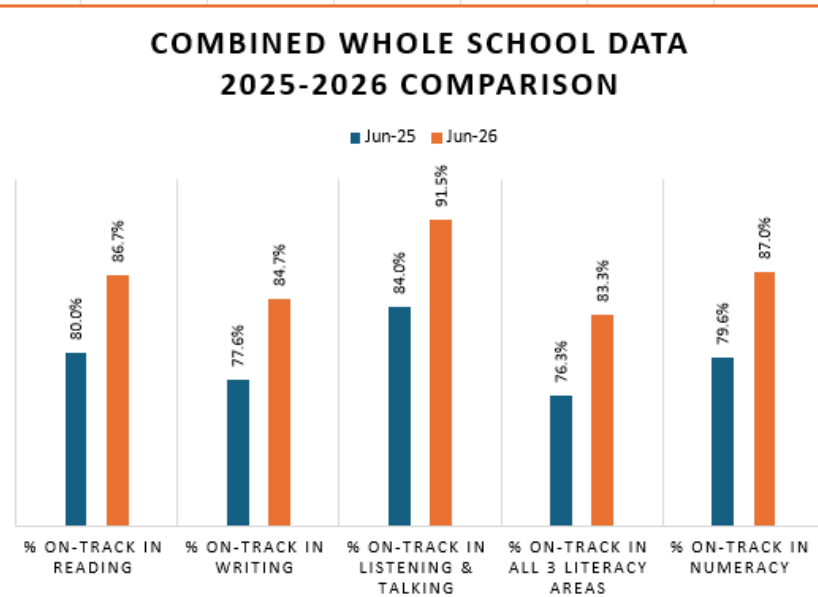
- A robust system of tracking and updating support needs and interventions for ASL learners through regular stage SfL meetings with rigorous tracking and review, has ensured a clear and shared understanding of needs and a focus on support when and where it's needed.
- Working with the Learning Community the roles and priorities of the Inclusion Team have developed. Staff working directly with learners with complex needs are better supported to understand and respond to the needs.

Combined Data - Whole School June 2026



Category	% On-Track
% On-Track in Reading	86.7%
% On-Track in Writing	84.7%
% On-Track in Listening & Talking	91.5%
% On-Track in all 3 Literacy Areas	83.3%
% On-Track in Numeracy	87.0%

COMBINED WHOLE SCHOOL DATA 2025-2026 COMPARISON



■ Jun-25 ■ Jun-26

Category	Jun-25	Jun-26
% ON-TRACK IN READING	80.0%	86.7%
% ON-TRACK IN WRITING	77.6%	84.7%
% ON-TRACK IN LISTENING & TALKING	84.0%	91.5%
% ON-TRACK IN ALL 3 LITERACY AREAS	76.3%	83.3%
% ON-TRACK IN NUMERACY	79.6%	87.0%

QI 2.1 Safeguarding and Child Protection (Arrangements for safeguarding, including child protection; Arrangements to ensure wellbeing; National guidance and legislation)

- All staff are up to date with CP training at the appropriate level for their role. - PSO is actively involved in supporting pupil wellbeing in both planned and responsive ways. - We regularly review wellbeing concerns and	- All staff feel confident to complete wellbeing concern form and bring to SLT. These are followed up per guidance, and staff receive feedback on what has happened as a result - Ethos of importance of equalities and children's rights is evident throughout the school and is led by the pupil equalities group. Values are embedding and impacting on pupil understanding of their rights.	- Pupil voice groups, - Wellbeing folders - Assemblies - Parent feedback - Meeting minutes - WBC forms - Staff feedback in conversations - Pupil feedback in conversations	Continue to develop appropriate record keeping and chronologies in line with amended council policy.	
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information from staff at our SfL and ASL meetings.	- All SfL and SLT have a good understanding of individual, evolving concerns and there are steps taken to support these. - Conversations and work with all pupils on Trusted Adults has helped cement understanding of support available. - Health and safety committee meet regularly to discuss issues of safety, support and safeguarding.	- Seemis Pastoral Notes - Comprehensive school Girfec tracker		
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QI 2.2 Curriculum: Theme 3 Learning pathways

- Working group developing consistency of CfE documentation across IDL subjects to ensure coverage and pupil interest. - CEC literacy and numeracy planners in place P1-P7.	The IDL Planning Leadership Group led staff in auditing the Experiences and Outcomes across all stages, mapping these against existing interdisciplinary learning plans. This identified gaps, reduced repetition and supported the creation of a digital progression framework and annual overview linked to school priorities	- Staff working groups - CAT sessions - Planning support created - Professional Dialogue	Planning continues to be a priority as we develop 2.3 next session and begin to prepare for the refreshed CfE framework in 2028. (SIP 1)	
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QI 2.7 Partnerships: Theme 3 Impact on learners (parental engagement only)

- Parents have been consulted on a range of issues across the year including changing the school day for P1-P2 in which approximately 30% of total families engaged. - Weekly Family Newsletter - Termly Class sharing learning Newsletters - Monthly Nursery Newsletter - Ad-hoc sharing learning events from individual classes. - House coffee mornings sharing learning	- Very regular and focussed communication with parents ensures the community feels informed and valued. - A broad and rich range of events and opportunities supported by the Parent Council across the year. - A very successful school choir run by volunteers and parents. Invited to collaborate with Shirley Manson and Garbage to sing and perform on video for the concert. - Fettes link developing with a range of opportunities to work together including a very successful programme of students from Fettes for our Literacy Connect programme across classes all year.	- Through parent/carer consultations: - Almost all parents reported being invited to share their views. - Most are aware of and could name the values and spoke positively of these. - Most reported that communication was appropriately meaningful. - Almost all reported that the weekly newsletter was useful	Changes to RCCT arrangements to allow teaching and support staff to attend Assemblies will further support developing our shared culture.	
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• Class sharing learning assemblies • Broad and rich range of Parent Council support on a range of projects, STEM Room, Room 3, Primary 1 garden, playground. • Flora Gives Back Day with community and parent partners.		and spoke highly of this.		
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ELC/Nursery Standard and Quality Report 2025-2026

Please self-evaluate the 5 identified quality indicators from [Quality Improvement Framework for ELC](#) ,*linking the impact of the improvement priorities from 2025-26 to each within the first column. Please ensure a qualitative and or quantitative statement for each theme within the quality indicator.

*What have we done? (What work/action has been undertaken within the priorities from your improvement plan 25-26? eg professional learning, consultation with all stakeholders, implementation of planning, use of resources etc)	How well are you doing? What's working well for your learners? (Consider the full QI, self-evaluative statements against each theme)	How do you know? What evidence do you have of positive impact on learners? (What evidence do you have? Quantitative or qualitative data to support.)	What are you going to do now? What are your improvement priorities in this area? (Identify a few next steps linked directly to progress and impact for this area/priority)	Evaluate using the six-point scale from the Quality Improvement Framework?
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Leadership- Leadership of continuous improvement: Pedagogical leadership; Leadership and professional learning; Planning and continuous improvement

- Leadership at all levels in the nursery provides clear and supportive guidance and challenge. - The nursery team are a strong, cohesive partnership which values professional development and collaboration to ensure the best outcomes for learners. Responding to feedback from Pilot CI visit we - reviewed and changed pick up arrangements including introducing a system for sharing non-urgent information with families as they collect their children.	- New pick up arrangements have been in place for a year. Families appreciate seeing their children engaged in a choice of activities at the end of the day alongside the opportunity to talk to staff. - Children are keen to share their learning with adults as they arrive. - Staff know which families have attended events and can tailor their interactions and invitations accordingly. E.g. holding 'Stay and Play' sessions on different days with different themes means resulted in 78% of families	- Feedback from families – anecdotal and through a targeted survey. - Observations of lunch time routines – staff feel lunch is calmer and safer. Children are more independent. - Leuven scale analysis. Responsive planning sheets Changes in spaces has seen more purposeful engagement. - Book bug bookings and attendance and surveys. - Area planning sheets are quality assured by EYO's weekly. - All staff completed Part 1 of the training and almost all	- Continue current lunch arrangements – review mid September when new children have settled. - Additional staff attending Book Bug training to grow both the expertise and the potential reach of these sessions. (NIP 2) - Add daily boxes to the area planning sheets. (NIP 1) - EYO's have developed a new intentional planning format including skills coverage and will cascade this to all staff and trial from June 2026 to implement fully in August 2026. (NIP 1)	Good
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- reviewed and changed lunch service and staffing. - Audited our use of spaces – staff have used the Leuven scale to evaluate their key children’s use of different Nursery areas. Responded to this by changing resources and activities. - Tracked Parental Engagement - Targeted invitations to Book Bug sessions to families who have not previously attended. - Updated our area planning sheets to reflect and record our responsive planning - Engaged in LA training around planning using CEC progressions planners - Embedded the use of Signalong	- attending at least one vent over the year. - Book Bug has been very popular. 40% of all families have attended at least one with a waiting list for some vents. - All staff use the area planning sheets as they rotate round the Nursery so they can build on children’s choices and interest. - Monthly signalong sign displayed, shared with children and families through our Newsletter.	- staff attended the in person Part 2 training. - Signalong signs integrally used for communication by staff and children – noticeably ASN and EAL children.	- Through discussion with staff allocate responsibilities for different aspects of Nursery life, involving learners in discussions of choice and voice. (NIP 1) - New QA Tracker developed in line with school approach to gathering Self-evaluation data. This will be used throughout the session at key points to review and gather evidence against the framework. (NIP 1)	
Children play and learn- Curriculum: Curriculum rationale and design; Continuity and progression in the curriculum; Partnerships; Skills for life and learning				
- Cultural and religious celebrations have been embedded in our planning - Use of CEC Literacy and Numeracy Progression planners – staff completed the CEC online training and then attended a city wide in person event.	- A greater number and wider range of families have attended events like Stay & Play and Book Bug. - EYOs spent time developing a planning format which incorporates the benchmarks. New format also lists skills	- Tracking of parental engagement demonstrates greater engagement. 100% of families attended parent consultations and then personal plan update meetings due to staff flexibility and personal approaches.	- Time needed to share new format with staff and for them to become familiar with it. (NIP 1) - Focus on STEM in planning and resourcing. Visit other settings to see their STEM provision (NIP 2)	Good

- We regularly review of our use of space, changing and refreshing resources. - Curriculum self-evaluation highlighted gaps in coverage of STEM - Another staff member has completed the BookBug training to ensure continued, sustainable delivery.	- which can be highlighted to show coverage - Refreshed areas result in great participation and longer times spent in these areas.	Responsive planning sheets detail children's uptake and their interest		
Children play and learn- Learning and Teaching and Assessment: Children's learning and engagement; Interactions to support learning; Planning and assessment; Tracking and monitoring				
- Responsive and Intentional planning is well understood and managed and supports a balance of child/adult initiated learning. - Weekly Planning and staff meetings discuss engagement so all staff are aware of individual learning needs. - Regular tracking and monitoring meetings with key workers identify learning gaps – next steps are identified and fed into planning. - Communication with families on learning needs and support is sensitively managed through positive relationships. - Consistent and clear routines help children settle and make	- Staff knowledge of children's needs is team-wide so consistent supports and strategies are used for individuals. - children's next steps are planned for. Activities and resources are planned which meet their needs - Children's interests are followed - Children are able both to build on their current interest - revisiting areas and repeating schemas while staff interventions respond to and extend their play. - Staff have aligned assessment with CEC progressions	- Minutes from weekly meetings. Timetabling of staff. Feedback from families e.g. at parent appointments and CPMs - Minutes from meetings fed into planning. Staff use of Up and Away. - Children's voice recorded on responsive planning sheets. Floor books evidence children's interests and big questions and subsequent work - Weekly QA by EYOs. LJ observations tell the story of extended play. - Monthly newsletter contains photos of areas evidencing the regular changes.	- Create choosing books for children to choose resources on a regular basis. (NIP 2) - Planned reviews of interventions like Up, Up and Away. (NIP 1) - Audit use of ICT and STEM coverage of benchmarks and how these opportunities support developing learning. (NIP 2)	Very good

the best use of the learning environment - Children's voice/responsive planning is evident in all areas. - Area checklists ensure that all areas have continuous provision of appropriate resources. Staff consider and source provocations to engage a wide range of learners. - Physical spaces are reviewed and changed round regularly. - Families are invited in regularly through Stay and Play, engagement with LJ is tracked, views are sought through newsletters and surveys.				
Children are supported to achieve- Wellbeing, Inclusion and Equality: Positive relationships and wellbeing; Universal support; Identifying and assessing learning needs and targeted support; Inclusion and equality				
- Staffing and resources are well planned so that ASN children have individualised support at key points in the day. - All Staff are confident to use Up, Up and Away to support assessment of children. - Planning sheets reflect engagement of a range of children and their support.	- Almost all children participate fully in the range of experiences and select confidently, sharing likes preferences. - Targetted children are more settled, anticipate their protected time and are ready for their lunch. - Staff identify and implement individual strategies to meet children's needs.	- Staff preparing lunch are able to set up without distraction. Staff working with ASN children see increased focus and enjoyment during this time. - Children's progress is reviewed termly through DMLOs and discussed at weekly staff meetings. - Plans demonstrate support	- Maintain current pattern and plan for staffing. - Set review date for Up Up and Away assessments. (NIP 1) - Continue to enhance our resources to reflect a wide range of cultures and traditions. (NIP 1)	Good

Staff plan for speaking about differences e.g. use of Trudy and Me book in group times.	- Resources are provided to meet the needs and interests of children. - Children discuss similarities and differences in a supportive environment	Most learners are able to speak about differences.		
Children are supported to achieve- Safeguarding and Child Protection: Culture of safety and wellbeing; Legislation, policy and guidance in practice: Empowerment of staff and children				
- School values are displayed clearly and used routinely in conversations with learners impacting on the Nursery culture and understanding of expectation. - Staff discuss learners' wellbeing at weekly staff meetings and weekly DHT/EYO meetings and actions to be taken recorded. - Visitors and volunteers are shown fire exits and verbally reminded of their responsibility to report any CP concerns appropriately. - Signs indicate if a fire drill is planned. - Changes to local and national guidance are shared with staff and changes implemented. - Method of recording changing children when soiled or wet has been updated.	- Learners are aware of the school values and staff reinforce these at key discussions. - The safety and wellbeing of children is paramount in all aspects of work of the nursery - Actions are followed up timeously – e.g. CPM held. - Children's safety and wellbeing is prioritised. - A clear record of toileting is maintained. - A highly-skilled committed team has the best interest of every learner at heart. - Children are supported to assess and manage risk appropriately	- Learners use the language of values when speaking to staff. - Meeting minutes. - Daily boards written up. - CPM minute format. Setting the Table guidance. - Paperwork, observations and dialogue with staff, parents and learners.	- Introduce values to new cohort of learners. Staff training in UNCRC rights of the child. (NIP 2) - Add 'ASN information' to new staff checklist. (NIP 1) - Plan staff time out to read policies. (NIP 1)	Very good



All Mandatory training including H&S and CP is up to date, tracked and time given for this.				
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