



Our school context – Juniper Green Primary School

Juniper Green Primary School is a co-educational, non-denominational primary school. The school has a broad social mix as it serves the communities of Juniper Green, Baberton Mains, Colinton and Hailes areas of Edinburgh. Our school website provides further up to date information about the school.

Our learning community is made up of five schools: Currie and Nether Currie Primary Schools, Currie Community High School, and Woodlands and Redhall Special Schools.

The Head Teacher has now been in the post for over three years following a five-year period of being the DHT within the school. The school senior leadership team changed over the year with the substantive DHT (0.66) retiring in April after 32 years' service to the school. We also have 2 full time DHTs, one who is substantive and moved to the school at the beginning of the session, and the second who is in their second year as an ADHT. This year, all senior leadership team members had a teaching commitment which positively impacted driving forward the learning improvement plan for the session.

Our Nursery hours are aligned with the school timings for the day which continues to ensure that our families within the school and nursery remain connected.

The values of the Nursery are gathered annually taking into account parental views. They are then shared with all our families and are ever present at our Nursery entrance. In session 2023/2024 we agreed that as a nursery we would enable our children to thrive, celebrate diversity, promote kindness, foster independence, develop confidence, take care of our world, promote teamwork, support our children to lead their learning through rich play experiences so that our nursery is a place where everyone feels safe and is valued.

There is a strong culture of creativity and professionalism amongst the nursery staff, and leadership at all levels is promoted.

The school and nursery were inspected by HMI in September 2022 and the City of Edinburgh Council completed their statutory return visit in April 2024. The return visit was very positive, and feedback received reflected the hard work and commitment our staff have to continually improve our Nursery.

So, how are we doing?

We are able to measure our progress across a number of different quality improvement indicators, known as QIs. The document we use as a measure is known as 'How Good is Our Early Years Setting?' along with the Care Inspectorate 'Quality Framework for Daycare of Children, Childminding and School Aged Childcare'. We use the illustrations given within each QI to give ourselves a grade between 1 and 6. These are based on the following Quality Indicators;

- 1.3 – Leadership of Change
- 2.3 – Learning, Teaching and Assessment
- 3.1 – Wellbeing, Equality and Inclusion
- 3.2 – Ensuring Children's Progress

- 1 – Unsatisfactory
- 2- Weak
- 3- Satisfactory
- 4- Good
- 5- Very Good
- 6- Excellent

These are also the grades that the Care Inspectorate use when inspecting a school. In our Standards and Quality Report, we are asked to grade ourselves against the following;

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

To evaluate ourselves, we must ask ourselves the following questions:

- What have we done?
- How well are we doing? What is working well for our learners?
- How do we know?
- What are we going to do now?
- What are our next improvement priorities in this area?

Summary of Quality Indicator Evaluations:			
Self-Evaluation of Quality Indicators: (6 Excellent, 5 Very Good, 4- Good, 3 Satisfactory, 2 Weak, 1 Unsatisfactory) HMle inspection September 2022 (focussed work carried out on 3.2 since inspection and as a staff we would now rate it 5 too)		Care Inspection Evaluations (6 Excellent, 5 Very Good, 4- Good, 3 Adequate, 2 Weak, 1 Unsatisfactory)	
		Date of Inspection: 10th January 2019	
1.3 Leadership of Change	5	Quality of Care & Support	5
2.3 Learning, Teaching & Assessment	5	Quality of Environment	5
3.1 Wellbeing, Equality & Inclusion	5	Quality of Management & Leadership	5
3.2 Ensuring Children's Progress	5	Quality of Staffing	5

The following pages will give you a summary of our progress in each of the QIs. Where statements contained within the full report could lead to the potential identification of an individual learner or group of learners, I have omitted these from the summary for parents and carers. I hope you will understand.

[Standard and Quality Report 2023-2024](#)

In Session 2023/2024, our priorities were as follows;

Curriculum and Pedagogy

- Learning and engagement – interactions, experiences & spaces
- Quality of play, learning and development opportunities – play pedagogy
- Tracking children's progress to inform planning and improvements

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?
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We developed our garden areas. We provided rich opportunities for children to be connected to nature both indoors and outside. Children were involved in growing, harvesting and cooking with food produce including soup making.	We carried out lots of garden improvements this session. This included; maintenance to willow structure, hill removed and astro circular area created which has had positive impact on outdoor play as now able to use in all weathers without fear of accidents and being covered in mud. Planting areas developed – bulbs, shrubs and garden produce for summer term – carrots, potatoes, onions, rhubarb.	Our staff agreed that removing the hill made the outdoor space even better for our learners. We replaced the physical challenge of the hill with climbing frame and monkey bars. We harvested our garden grown fruit and veg to make our own snacks and soup which raised awareness of how foods grow and how to prepare and eat them. Our learners fed back that they enjoy using the area.	We are going to further develop growing both indoors and outdoors such as growing herbs, fruit and vegetables. We are going to develop a picking patch to enhance mud kitchen play.
We supported our learners to risk assess in their play, to think for themselves, make choices, problem solve and pursue their own interests & talents. Our staff shared the importance and rational of this with parents through ‘Stay and Play’	Garden risk assessments carried out daily by children. Risky play assessments responsively to needs – woodwork, construction, bikes, climbing frame and monkey bars. Our learners are very good at seeing the risks and avoiding them.	There is evidence of this every day when learners wear their helmets when using vehicles, when they don’t climb too high or run in areas that may have trip hazards. Our learners are also able to share with adults what they do to keep safe in the nursery.	We will continue to involve our learners in risk assessing their play.
We have created home learning bags for Literacy, Numeracy and STEAM.	Our staff team led the creation of the bags.	The uptake of the Home Learning Bags was good. Feedback from families that engaged with them was very positive.	We aim to increase our offer and create a new Health and Wellbeing home learning bag.
We ensure all our areas are regularly changed to ensure our learners have access to a wide range of experiences.	Our staff team take a lead responsibility for each area and rotate this regularly. Our learners are asked what they would like in each area, which is also added.	Our areas are changed weekly to reflect the learners needs.	We will continue to implement this system and focus on ensuring resources that meet the needs

			of all our learners are accessible.
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Ensuring the Best Possible Outcomes for our Children

- Promoting wellbeing, equality and inclusion
- Effective use of assessment
- Planning, tracking and monitoring

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?
Delivered regular 'stay and play' sessions to involve parents more in their child's learning journey and to model play pedagogy	Sessions are well attended. Learners enjoy having family members with them in the Nursery. Staff use these opportunities to model play pedagogy.	100% of our families agreed or strongly agreed that our setting organises activities where they can play with their child. Staff feedback very positive from Annual Conversation meetings.	We will continue with monthly stay and play sessions. In August, we will ask you to share what days would suit our families best.
We delivered a weekly SWAY for families to share the learning and key information.	Weekly SWAY and newsletter used well to share the nursery experience for their learner. Parents engage really well with SWAY with their child at home to chat more about their nursery experience.	100% of our parents either agreed or strongly agreed that the weekly SWAY and newsletter supported them to know what learning took place in our setting.	We will continue to send a weekly SWAY. To make this more convenient, we will put the newsletter, link to Learning Journals, Lunch menu and Nursery Adventures into one SWAY.
We fully implemented the new City of Edinburgh Tracking system. This involves discussing all learners 3 times a session to see how well they are progressing and what	Our staff know the learners very well and are very good at evaluating progress and what each learner needs.	The tracking document shares progress, areas of strength and areas to develop.	In session 2024/2025, we will continue to use the tracker and focus on identifying next steps in learning within the tracker along

we can do to further support them. This information is also shared with you at Parental Consultations.			with ensuring the appropriate support is in place to meet our learners needs.
Responsive planning is carried out regularly to ensure our learners have a say in what they learn. We have further developed our responsive planning techniques using 'Hatching our ideas'	Our staff have a very good understanding of responsive planning and use these skills to support our learners with their ideas.	There is evidence in the rooms where new learning is added as a result of the learners' choices. We display these on our 'hatching our ideas' display.	We will continue to use 'hatching our ideas' in session 2024/2025 and display these within the room.
We developed how well we support our learners with emotions and feelings through our Regulation Station.	Our learners regularly share how they are feeling on the Regulation Station. Our staff check in with the learner to support them with their emotions. Our staff check in with families at pick up time if there were any learners who required support.	The regulation station is used regularly and staff have shared that the conversations with learners has supported their emotions.	The regulation station will continue to be developed in session 24/25.

Leadership, Management and Staffing

- Strategic planning for continuous improvement
- Ensuring a collaborative approach to self-evaluation with whole nursery team
- Implementing improvement and change in practice that is measurable and has a direct impact on children and their families
- Ensuring our Vision, values and aims inform our daily practice

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Our team are very good at planning new experiences for our learners in all areas of the nursery. They do this through 'continuous Provision'. We	Our staff team all take a lead in each area of the nursery to ensure the provision meets the needs of our learners. Continuous provision posters are embedded in areas and lead to regular changes in resources to further challenge and engage the	Our staff all reported that the use of the posters has helped to ensure all the areas are changed regularly to meet our learner's needs. Our learners are confident	We will continue to use this system throughout the nursery.

have posters in each area to show what we have done to change or enhance the area for our learners.	learners. Our learners are also involved in what the areas have for them to use.	in sharing their ideas and wishes in the areas.	
We seek our families views to create our shared vision for our nursery.	Together with our families and learners, we created our shared vision, values and aims.	Display at entrance. Evidence of our values in action within the rooms.	We will gather views for session 2024/2025. We will aim to reach all our families to gather views. We will share the Vision, Values and Aims at the entrance and within our SWAY.

Thank you for taking the time to read this Standards and Quality report. Our Juniper Green Learning Improvement Plan (LIP) for 2024-25 details our priorities for the session ahead and this be accessed via the school web site.