Tulloch Primary School Nursery

Standards and Quality Report 2025-2026

The Standards and Quality Report covers the work of the school and evaluation of progress covering the period from August 2025 to May 2026.

It follows the sections set down by Education & Children's Services, Perth & Kinross Council.
Tulloch Nursery staff, the Parent Council and PKC Education & Children's Services have all been involved in consultation in the production of this report.

Tulloch Primary School & Nursery Context

Tulloch Primary was established in 1969, originally built on the site of Pullars of Perth, located close to the lade. We moved into our new school building in January 2018. We have 14 primary classes, an intensive support provision and a nursery for 2-5 year olds.

In Tulloch Primary School Nursery, we aim to:

- create an ethos where we encourage one another, build on our values, and promote a spirit of courage and compassion.
- provide and maintain a safe and nurturing environment in which children are happy and can reach their full potential.
- provide excellence in learning and teaching and achievement for all.
- actively promote the health and wellbeing of all by encouraging healthy living.
- create a positive atmosphere where children, parents and staff work in partnership to enhance education and celebrate success.
- foster positive relationships where everyone is valued and actively involved in community partnership.

Using the quality improvement framework for the early learning and childcare sectors our self-evaluation against the key quality indicators is shown below. These evaluations are based on a range of self-evaluation processes which we carry out throughout the year.

Quality Indicator	Evaluation
Leadership	Good
Children Play and Learn	Good
Children are supported to achieve	Good

Activities and Successes

We offered a range of experiences and activities throughout this session including Stay & Play sessions, a well-attended Sharing the Learning event, a Pre School Theatre Trip and many transition activities.

Outdoor learning provision has continued to be key focus this year with almost all of our children experiencing a term of weekly visits to Westbank where children can experience a range of outdoor learning opportunities linked to numeracy, literacy and wellbeing.

Our Early Years Family Learning Practitioner continues to be a fantastic support to our families offering Incredible Years, Eat Well Play Well, Sleep Scotland support and Play On Pedals training. In addition, the P1 PEEP Learning Together transition sessions have been incredibly successful and a huge support for children moving into Primary 1.

We received very positive feedback from the PKC Early Years team following their visit in May. They observed and reported:

- staff are showing more confidence in their approach.
- staff have established very good relationships with the children, and the children know the nursery routine well.
- children are really engaged and provocations are there for children to engage with independently.

Progress with Improvement Outcomes

Our participation in Self-Regulation training has supported our team to develop skills in supporting children to recognise their emotions and manage their behaviours. We focused on agreed scripting and visuals to support self-regulation in a communication friendly way that all staff and children can engage with. This has been shared with all staff, children, families and visitors to our setting.

Following on from the HMIe inspection feedback last session, we have focused on a balance between intentional and responsive planning, ensuring children have opportunities to lead their learning. Planning documentation has been reviewed to ensure that it is robust and includes Early Level Curriculum for Excellence outcomes and follows Realising the Ambition guidance whilst considering the interests of the children. All nursery practitioners have an increased understanding of progression through early level and how to utilise information from trackers to meet individual children's needs.

Progress has been made in developing our approaches to assessment, tracking and monitoring children's progress. Children are increasing their ability to talk about their progress in learning and practitioners are becoming more skilled at documenting this. Almost all preschool children have made good progress in their learning and most can talk about their next steps.

Learning

All staff are committed to a shared, ambitious vision focused on improving outcomes for all children and families. Practitioners work effectively with stakeholders to create a highly supportive, nurturing and inclusive ethos, where children and families feel welcomed and valued. As a result, almost all children feel safe, secure and confident within the setting and engage positively in their learning.

Throughout the session there has been a continued focus on Literacy, Numeracy and Health & Wellbeing within the curriculum. Across all curricular areas, 90% of preschoolers and 64% of ante-preschool children have achieved their milestones.

We continue to have a strong focus on quality assurance to ensure consistency in quality learning experiences across the setting. Our quality assurance processes include the monitoring of planning, group times, learning journals, evidence floorbooks and the environment.

The PKC Early Years team observed and reported:

- The learning environment is effective and inviting, both indoors and outdoors, supporting curiosity, independence, and free-flow play.
- Children benefit from open-ended, creative, and sensory experiences, with good use of embedded literacy and numeracy throughout.

Achievements

At Tulloch Nursery we strive to provide a wide range of stimulating learning and play opportunities accessible to all children. Individual and group achievements are celebrated within our setting and with the nursery community through learning journal posts, our wider achievements display, next steps tiger certificates and at group times.

This session, we have seen an increase in children's attainment within their developmental milestones. This is due to targeted small group interventions as well as a whole cohort focus on Teaching Children to Listen. As a result, 94% of our pre-school children have achieved their attention milestones and 92% have achieved listening and talking.

Targeted interventions were identified through tracking information and all were evaluated as having a positive impact.

- 15 children took part in Jungle journeys with all children making good progress through the course.
- 28 children took part in play on pedals, all children were able to ride a balance bike, and the majority were able to ride a pedal bike. All parents provided positive feedback on their experience of the course.
- 3 families attended Eat Well, Play Well with all parents giving positive feedback.
- 5 children attended sensory stories. All parental feedback was positive with parents stating that the sessions were beneficial and enjoyable.
- Literacy and numeracy interventions took place during free play sessions to reduce interruptions to play. All children made progress towards their milestones and individual next steps. Most children are increasingly demonstrating sustained involvement in their play, with many able to concentrate, problem-solve and extend their own learning.

Leadership

Our vision for improvement is fully embedded and underpins practice across the setting, with practitioners demonstrating a strong commitment to improving outcomes for learners and their families. As a result, children experience high-quality interactions which support their wellbeing, communication and overall development.

Leadership within the nursery has evolved this year at all levels. Increased senior leader involvement has strengthened accountability and fostered a strong culture of continuous improvement. Some practitioners have taken part in professional learning opportunities which were aligned to our nursery improvement plan. Every staff member has a leadership role which aligns with our improvement plan and all staff are confident in discussing how their leadership role has contributed to our progress this session.

This year we have provided increased opportunities for children to lead their learning and influence our play and learning environment through involving children in group time planning and supporting them to complete child friendly environment audits.

A culture of self-evaluation, reflection and improvement planning ensures staff reflect continually on practice and learning environments. Highly effective monitoring and feedback ensures consistency throughout the setting in areas such as observations, floor book content and group time learning.

Improvement priorities for session 2026-2027

1. Continue to develop our provision of supporting children's Health and Wellbeing by following and embedding the Emotion Works programme. This will promote consistent approaches across the setting.
2. Improve our approaches to supporting and delivering Numeracy and Maths experiences, with a particular focus on closing the gender gap.
3. Continue to develop and embed consistently our approaches to assessing, tracking and monitoring children's progress.

Based on the evidence for improvement this session. As a nursery we demonstrate very good capacity for continuous improvement.