

# Early Years – Improvement Planning Document

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Establishment Name: Blairmore Nursery School

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Signatures:

Head of Establishment	Marie Crawford	Date	22.06.18
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Quality Improvement Officer	Linda Wilkie	Date	
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## OUR VISION

To be part of a learning community ensuring that all children have access to their own personalised Curriculum for Excellence and for their families to be true partners in their child's education.

## OUR AIMS

- To provide an exciting, stimulating learning environment, making full use of the natural environment around us where children feel happy and secure and learning is fun.
- To ensure that all children are given the opportunity to reach their potential by providing high quality staff interaction and support.
- To work closely with parents, partner agencies and the local community to inspire a love of lifelong learning in our children and families.
- To use resources imaginatively to develop the nursery as a resource for parents and the local community, promoting a sense of belonging and engagement in positive learning experiences, by allowing every family to access and engage in education and support.
- To use the finances available to ensure that all resources are of a very high standard. High quality staff training will further enhance the quality of learning and teaching.
- To regularly consult with children, parents and partner agencies to monitor and evaluate the work of the nursery to ensure that we continually achieve the high standards we set for ourselves.

### 3 Year Overview of Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

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	Session 2019/20	Session 2020/2021	Session 2021/22
Improvements in attainment, particularly in literacy and numeracy	Transitions (cluster) Early level literacy	<i>Visible learning</i> Transitions (cluster) Early level reading	
Closing the attainment gap between the most and least disadvantaged children	Transitions (cluster) - Early level literacy  Family learning	Early level literacy and numeracy	
Improvement in children and young people's health and wellbeing	Applying Nurture as a whole school approach –principle 4	Applying Nurture as a whole school approach	Applying Nurture as a whole school approach
Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)	Developing Inverclyde's Young workforce	Developing Inverclyde's Young workforce	

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<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Parental engagement Assessment of children's progress Performance information	<b>HGIOELC?</b> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Securing Children's progress 2.2 Curriculum	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Within the Cluster establishments there will be an improvement in children's early reading skills</li> <li>• Improved teaching will impact positively on children's learning experiences</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
Establish an SMT working group to develop an action plan for raising attainment in early level phonological awareness skills to support reading	Aug 18- June 19	Heads of EY establishments – Blairmore, Glenbrae, Hillend and Wellpark	Support from CMO for literacy
Participate in professional dialogue to moderate planning of learning, teaching and assessment in reading with the establishment and cluster.	Aug 18- June 19	Heads of Establishments	3 sessions across the year  Reading Benchmarks

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
		Staff across all establishments	Inverclyde Progression Pathways - Literacy

### Evidence of Impact

- Progress in early reading skills will increase as measured by staff through tracking and observations.
- Evidence gathered through discussions with children and playroom observations will show improved learning for children.
- Minutes of Cluster EY Heads' meetings will focus on raising attainment.

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> Closing the attainment gap between the most and least disadvantaged children	<b>HGIOELC?</b> 2.3 Learning, teaching and assessment 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion 2.5 Family learning	<b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>Targeted children will make progress in the development of literacy and numeracy skills. These skills will be assessed and tracked throughout the year.</li> <li>Most parents will be actively engaged in literacy and numeracy workshops to support their child’s learning.</li> <li>Staff will have an increased knowledge of the nurture principle “Language as a vital means of Communication”</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Senior EYECOs and other designated members of staff will work with targeted children in SIMD 1 & 2 individually or in small groups to develop literacy and numeracy skills.	August 2018 – June 2019 Termly audits of progress	SEYECOs HT Designated EYECOs and support staff S&LTs	SEAL planners Literacy Planners Staff training in language development from S&LTs

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Parents will be invited to participate in a range of curricular workshops focussing on the development of early literacy and numeracy skills	October 2018 February 2019 May 2019	Family Support Worker HT SEYECOs CLD	Time to prepare resources and presentations
1.3 All staff will participate in language development training organised by Speech and Language Therapy to develop a deeper understanding of language acquisition for children 2-5 years.	Aug 2018	All staff	Heather Coulter and Ros Murray will deliver staff training

### Evidence of Impact

- All children in targeted interventions will make good or very good progress in literacy/numeracy against agreed individual targets.
- Tracking sheets
- Planners
- Minutes of staff meetings/group target meetings and staff 1-1 meetings
- Playroom observations with focus on language development
- Feedback from in-service training



<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Parental engagement Assessment of children's progress Performance information	<b>HGIOELC?</b> 3.1 Ensuring wellbeing, equality and inclusion 1.4 Leadership and management of practitioners 2.4 Personalised support 2.5 Family learning	<b>RRS</b> Article 28: (Right to education):

**Expected outcomes for learners which are measurable or observable**

- Through staff increased knowledge and understanding of nurture principles and approaches, children will experience appropriate interventions in response to wellbeing needs.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Draw up timeline for implementation with support from Psychological Services	By August 2019	Implementation team - MC, JC, RMcD, JF Stephanie McNicol – Psych Services	Inverclyde Early Years Nurture Training materials from training on 30/5/18 and 31/5/18  Applying Nurture as a Whole School Approach – Education Scotland
1.2 Introduce Nurture Principle 4	As per timeline	Implementation team - MC, JC, RMcD, JF  All staff SMcN (Ed Psych) HC (S&LT) Attainment Coaching and Modelling Officer.	S&LT training – August 18
1.2 Assess Nurture Principle 4 “Language is a vital means of communication” across the Nursery	As per timeline	Implementation team – MC, JC, RMcD, JF All staff	Ongoing support and training from Psychological Services and Speech and Language Therapy  Applying Nurture as a Whole School Approach – Education Scotland
1.3 Plan improvements	As per timeline	Implementation team - MC, JC, RMcD, JF  All staff	How Good is Our Early Learning and Childcare Building the Ambition Health and Social Care Standards, My Support My Life

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.4 Monitor effects of change	As per timeline	Implementation team - MC, JC, RMcD, JF	Ongoing support from Psychological Services Staff questionnaires Playroom observations Peer and self assessment
1.5 Review impact of nurture principle 4	As per timeline	Implementation team - MC, JC, RMcD, JF  All staff	Ongoing support from Psychological Services Staff questionnaires Playroom observations Peer and self assessment

### Evidence of Impact

- Evidence of impact will be measured against the triangulation of evidence gathered throughout, plan do review monitoring sheet, Observation Schedules and Self Evaluation from Applying Nurture as a Whole School Approach – Education Scotland.

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)		
<b>NIF Driver</b> Assessment of children's progress School leadership	<b>HGIOELC?</b> 1.5 Management of resources to promote equity 3.2 Securing Children's progress 3.3 Developing creativity and skills for life 2.2 Curriculum	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children will be engaged in Loose Parts play, developing curiosity and problem solving skills through creativity.</li> <li>• Children will have access to digital technology that supports their learning across the curriculum.</li> <li>• 2-3 year old children will have access to a stimulating, language rich learning environment that meets their individual developmental stages.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 A staff working group will audit the current practice in Loose Parts play and plan future developments	On-going Aug 18- June 19	Staff working group	Experiential Play training day for all staff – September 2018
1.2 Review current practice in use of digital technology with a focus on digital literacy skills.	By December 2018	Staff working group	Time to read current documents and research
1.3 Parent workshop on digital technology and keeping children safe online	By December 2018	Family Support Worker	Liaison with CLD re training opportunities for parents

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
		CLD	
1.4 Develop a rationale for developing children’s skills in using and exploring digital technologies including staying safe online	By December 2018	HT/SEYCO – staff working group	Time for professional reading and dialogue
1.5 To develop a new 2-3 year provision with a focus on providing a language rich environment where children learn through creativity, curiosity and enquiry	August 2018 onwards	2-3 room staff HT/ SEYECO	Pre-birth to 3 document Care inspectorate guidance HGIOELCC Building the Ambition

### Evidence of Impact

- Minutes of working group meetings
- Minutes of staff meetings
- Evaluations of practice using HGIOELCC?
- Playroom and outdoor learning observations
- 2-3 room team meetings
- Parental engagement at workshops

## Education Scotland Advice:

### Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

### Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

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NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
<b>School Leadership</b>	Quality and impact of leadership at all levels within the school	1.3 Leadership of change	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.
		1.2 Leadership of learning	Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
<b>Teacher professionalism</b>	Impact of collegiate working and teacher professional learning on children's progress and achievement.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning

	Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.		walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
<b>Parental Engagement and Partnership working</b>	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning  2.7 Partnerships	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning;  Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
<b>Assessment of children's progress</b>	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement  1.2 Leadership of learning	As above.  Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment;  As above.
<b>School improvement</b>	Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level.	2.3 Learning teaching and assessment 3.2 Raising attainment and achievement  1.1 Self-evaluation for self-improvement	As above.  Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.  As above.

		<p>2.2 Curriculum</p> <p>3.3 Increasing creativity and employability</p> <p>2.4 Personalised support</p> <p>2.6 Transitions</p>	<p>Minutes of staff discussions on local &amp; national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.</p> <p>Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.</p> <p>Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.</p> <p>Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.</p>
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