

Education – Improvement Planning Document

Establishment Name:

Blairmore Nursery School

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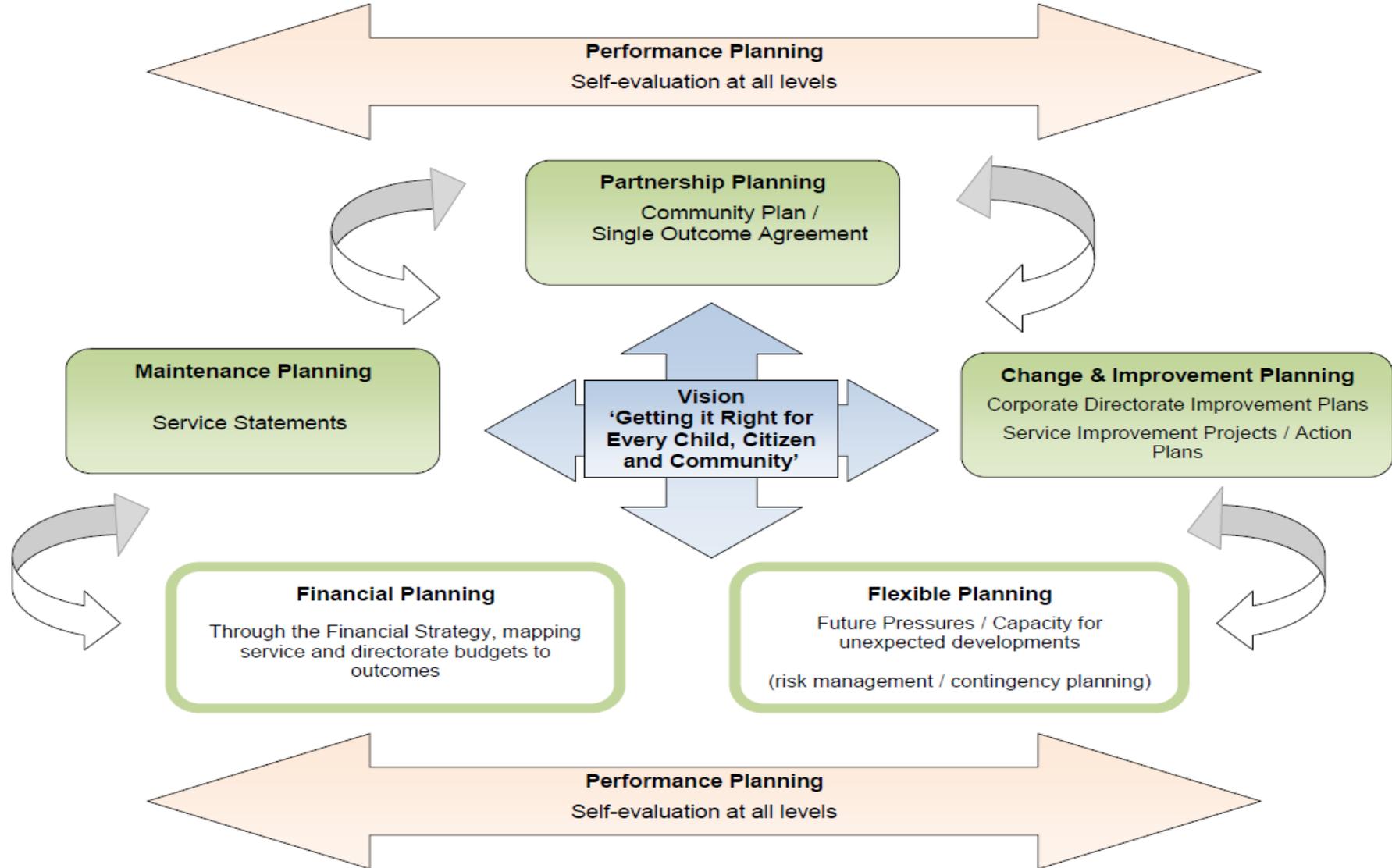
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Signatures:

| | | | |
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| Head of Establishment | Marie Crawford | Date | 28.06.16 |
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| Quality Improvement Officer | | Date | |
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Planning for Delivery and to Secure Improvement



An Inverclyde Educational Establishment Improvement Plan will:

- ✓ share, articulate and take action on a vision
- ✓ ensure that aspirations lead to actions
- ✓ address the most important issues and make sure we “do the right things”
- ✓ show that we involve staff and other partners in our work
- ✓ demonstrate innovation in our thinking
- ✓ be accountable, open and transparent
- ✓ focus on outcomes and Improvement

Our Vision, Values and Aims

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.

1. How we carried out our self-evaluation and involved our stakeholders

- Questionnaires to parents
- Parents' Group Meetings
- Evaluation after Parents Events (Post-it notes)
- Settling in questionnaires
- Questionnaires to children
- Children's involvement in self-evaluation using photographs
- Playroom monitoring
- Profile monitoring
- Cluster Heads' Meetings (Numicon)
- Cluster Working Group (Early Years) - Numicon
- Analysis of PIPS results in P1

2. Overview of the main findings from our self-evaluation

Internal

Numeracy (Numicon) The Numicon resources have been used since November 2015 following staff training. This will continue to be embedded and developed next session.

Literacy (Phonological Awareness) Staff feel confident in developing children's skills in this area. Parental involvement in literacy has been developed using Blooms questions and favourite tales. This will continue to be developed and further ways to support parents in supporting their children in this will be developed.

Parental Engagement We will look at ways to help parents to support their child's literacy and numeracy development and look at addressing some of the barriers to learning including poverty.

External

Numeracy (Numicon) The pilot will be extended next session and will extend to include SEAL – developing staff knowledge of SEAL planning, learning and teaching and assessment approaches.

Girfec, Child's Plan and Girfec Pathways. Girfec Pathways will be introduced to staff and a programme put in place to systematically change current processes. Child's Plan will be implemented and all staff will develop an understanding of processes in place.

Nurturing Inverclyde

Successful Learners

Confident Individuals



Effective Contributors

Responsible Citizens

3 Year Overview of Priorities

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

Our Improvement Priorities extend from Year 1 – Year 3. Each priority has been coded accordingly:

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| Year 1 | (1) |
| Year 2 | (2) |
| Year 3 | (3) |

In addition to our Improvement Priorities, there are also aspects of our work which are ongoing – work that is significant, but nonetheless can be classified as “Business As Usual”. Such aspects of work have been coded as:

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| Maintenance | (M) |
|-------------|-----|

Our Year 2 Action Plan follows the overview.

Achieving

Numeracy – Numicon (cluster priority) 2
Numeracy – SEAL 2
Literacy – Phonological awareness M
Tracking children’s progress M
Story Grammar M

Nurtured

Paths Programme – implement 1
Five to Thrive 2

Healthy

‘Setting the Table’ document review and
implement M

Active

Active Start Programme M

Safe

PRPB Policy - M
Risk Matrix - 2



Getting it Right
for Every Child,
Citizen and
Community

Respected

Children’s Rights – Group Time 2
Activity Programme – Implementation

Included

Child’s Plan - 2
Solution Oriented Meetings - M
Blooms Parental Involvement - 2
Parental Engagement – Literacy and numeracy - 2

Responsible

Green Flag M

Action Plan – Year 1 Session 2016 - 2017

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| Focus Area | GIRFEC: Responding to the Young People’s and Children’s Act legislation |
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| Where are we now? | Where do we want to be? | How will we get there? | When will we get there? | How will we know? | Who will lead? | Which partners will be involved? |
|--|--|--|---|---|--|---|
| Staff are familiar with the current local authority procedures for staged assessment and use them to identify and support children who require additional support. The Head Teacher and Senior EYECO have undertaken training on Girfec Pathways and Child’s Plan during last session. | The nursery will have responded to the new authority GIRFEC pathway levels and will be using appropriate strategies to identify the wellbeing needs of individual children. All staff will be familiar with Girfec Pathways and Child’s Plan | We will ensure that the information included in the Risk Matrix is accurate and updated on a regular basis. Staff use SEEMIS to complete wellbeing assessments and plan to meet children’s needs. Staff training will be carried out to allow staff to have an understanding of Girfec pathways and Child’s Plan | The risk matrix will be updated regularly throughout the session. Staff training will be carried out regularly throughout the session to develop staffs knowledge and skills. | Girfec Pathways and Child’s Plan will be implemented from August 2016 | HT will oversee the implementation of the GIRFEC pathway process. HT will lead the implementation of the Child’s Plan | SEEMIS training. Educational Psychologist Health Visitors Family Support Worker Social Work |

Action Plan – Year 1: Session 2016-2017

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| Focus Area | Literacy – Parental Engagement/Literacy across learning – developing higher order thinking skills. |
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| Where are we now? | Where do we want to be? | How will we get there? | When will we get there? | How will we know? | Who will lead? | Which partners will be involved? |
|---|--|---|--|--|--|--|
| <p>Favourite tales with Blooms questions have been developed and are currently being used as a home lending resource.</p> <p>Staff currently develop children’s phonological awareness using CFE outcomes.</p> <p>Parents have been invited to participate in Bookbug sessions with nursery staff</p> | <p>The Home Lending Resource Using ‘Blooms’ will be further developed to include new books and challenging questions.</p> <p>Higher Order Thinking Skills will be evident across all areas of learning in the playroom and outdoor learning.</p> <p>Parents will be engaged in supporting their child’s literacy development by taking part in</p> | <p>The staff working group will continue to develop a library of home lending books. Funding will be set aside.</p> <p>Staff training will be delivered to support staff to develop strategies to encourage H.O.T.S.</p> <p>Family Support Worker will organise Librarian visits and visits to the library.</p> | <p>Ongoing from Aug 2016</p> <p>By December 2016</p> | <p>Home lending books will be utilised and parents and children’s views will be collated.</p> <p>Training will have an impact on playroom practice.</p> <p>Evaluations undertaken with library staff will be collated.</p> | <p>Staff working group</p> <p>HT</p> <p>Family Support Worker</p> <p>Nursery staff will lead Bookbug sessions.</p> | <p>Educational Psychologist</p> <p>Library staff</p> |

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| | <p>Bookbug sessions with nursery staff and librarians.</p> <p>Arranging regular library visits for parents and children.</p> <p>Organising workshops for parents on supporting literacy at home.</p> | <p>All staff will be involved in delivering Parent Workshops in the playroom.</p> | <p>Workshops will be organised termly.</p> | <p>Records of parents attending events and feedback collated.</p> | <p>Family Support Worker</p> <p>Family Support Worker</p> | <p>CLD (Workshop input)</p> |
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Action Plan – Year 1: Session 2016-2017

| Focus Area | | Health and Wellbeing – PATHS programme, Children’s Rights, Five to Thrive | | | | |
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| Where are we now? | Where do we want to be? | How will we get there? | When will we get there? | How will we know? | Who will lead? | Which partners will be involved? |
| <p>PATHS has been implemented during last session. Children can discuss their feelings and talk about how they feel. They enjoyed the PATHS Kid of the week.</p> <p>Children’s Rights materials have been developed but not fully integrated into playroom practice.</p> | <p>We will continue to implement the PATHS programme and will write a policy linking PATHS with Inverclyde Council’s Policy – Positive Relationships, Positive Behaviour Policy.</p> <p>Rights of Child to be embedded in our planning processes.</p> | <p>All staff will now implement the programme further to the pilot with one member of staff.</p> <p>Review planning procedures to include Rights of Child.</p> | <p>Ongoing from Sept 2016.</p> <p>Policy will be in place by June 2017.</p> <p>Ongoing from Sept 2016.</p> | <p>Discussions with children.</p> <p>Record book of PATHS activities/children’s comments.</p> <p>Planning processes and monitoring of planning will reflect Rights of Child.</p> | <p>Senior EYECO</p> <p>Head Teacher Staff working group</p> | <p>Psychological Services</p> <p>Children’s Rights Officer</p> |

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| <p>All staff took part in Five to Thrive training as part of our cluster in May 2016. Staff promote nurturing approaches in all aspects of their work.</p> | <p>To embed Five to Thrive approaches in playroom practice.</p> <p>To support parents in 1-1 session and in group sessions using principles of Five to Thrive</p> | <p>Regular discussions of Five to Thrive Principles at staff meetings – discussing how we reflect principles in our practice.</p> <p>Family Support Worker will arrange parent workshops using Five to Thrive principles as well as 1 – 1 support.</p> | <p>Ongoing throughout the session.</p> | <p>A test of change will be carried out by the Family Support Worker on impact of Five to Thrive with individual families.</p> | <p>Family Support Worker</p> | <p>Barnardo's Family Support Workers</p> |
| <p>We promote healthy eating using 'Setting the Table' Policy document.</p> <p>We have accessed funding from 'Dragon's Den' to promote healthy eating at home.</p> | <p>Dragon's Den funding utilised to support healthy eating initiative with high level of child/parental engagement.</p> | <p>Children will purchase and sell fruit and vegetables to parents on a weekly basis. Parents will actively support the initiative.</p> | <p>Sept 2016</p> | <p>Information gathered by children on uptake on sale of fruit and vegetables to parents.</p> <p>Levels of engagement. Parental feedback.</p> | <p>Family Support Worker</p> <p>EYECO – F Arnold</p> <p>Family Support Worker</p> | <p>Children's Rights Officer</p> |

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| <p>The Parents group have discussed ways of promoting Health and Wellbeing for Parents.</p> | <p>Parents actively involved in workshops and other Health and Wellbeing initiatives.</p> | <p>Parents will be involved in participating in Healthy Eating Workshops and in promoting Health and Wellbeing by accessing our walking group.</p> | <p>On-going throughout the session</p> | | | <p>Community Paediatric Nutritionist</p> |
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| Focus Area | Numeracy - Numicon / SEAL |
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| Where are we now? | Where do we want to be? | How will we get there? | When will we get there? | How will we know? | Who will lead? | Which partners will be involved? |
|---|--|--|---|---|--|---|
| <p>Notre Dame Cluster of Early Years and Primary establishments have piloted Numicon resources during session 2015 – 16.</p> <p>Early Years Heads meet regularly to discuss the implementation of the pilot.</p> <p>A group of practitioners meets regularly to take forward the Numicon Home Lending Resources and plan for parental engagement and discuss the implementation of the resources.</p> | <p>To further develop assessment approaches using Numicon.</p> <p>To write a staff handbook that can be used across early level with shared terminology and progression in learning.</p> <p>Staff to be trained in use of SEAL materials to further develop numeracy skills.</p> | <p>Early Years Heads' working group to monitor use of resources and track children's progress.</p> <p>Practitioners working group with Early Years and P1 staff to develop staff handbook.</p> <p>Staff training for all staff in cluster on use of SEAL materials</p> | <p>On-going</p> <p>On-going</p> <p>October 2016</p> | <p>Evaluations from Practitioners Working Group. tracking children's progress in numeracy.</p> <p>Handbook utilised by staff developing a shared understanding of terminology and progression.</p> <p>SEAL materials being piloted across cluster EY establishments</p> | <p>Early Years Heads Cluster</p> <p>Early Years Practitioners Cluster</p> <p>Early Years Heads</p> | <p>Educational Psychologist</p> <p>SEAL Trainer (Inverclyde Council Attainment Challenge)</p> |

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| An evaluation of the pilot has been undertaken by the Working Group. | | | | | | |
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