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**Education and Learning Directorate**

**School/ELC Annual School Improvement Planning**

 **2024-2025**

**School: Laurieknowe Nursery ­­**

**Date: May 2024**

**SCHOOL IMPROVEMENT PLAN 2024 – 2025 *(Limit the number of priorities to ensure they are manageable and achievable.)***

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| **School Priority****/Improvement Area** | Outcomes for Learners/School Community | **Key Tasks** |
| **Outdoor learning environment.****Develop the outdoor garden space that provides a numeracy and literacy rich environment. Providing an engaging and empowering environment that provides opportunities for continuous play pedagogy provision.**  | By June 2025 all learners will experience a safer and engaging learning environment that promotes curiosity and excitement to learn in the natural world around them. By June 2025 all children will have greater opportunities to extend their learning outdoors. Through intentional, responsive planning and observation, we can measure the impact on learning outdoors. | Review and evaluate current outdoor provision including learners. This will be achieved through focus discussions. Include families using questionnaire and focus group discussions. Using ECERS scale as a starting point with staff team. Visit other ELC settings and liaisewith colleagues.Improve outdoor environment to ensure numeracy and literacy opportunities are available directly and non-directly through intentional and responsive planning.Engage with our community for ideas and resources.Fundraise for improvement resources by locating grants. Provide opportunities for our learners to take part in a fundraising event. Staff team outdoor learning training opportunities. A member of the team has had previous training from Learning through landscapes will take the lead on this as part of their joint leadership role.  |
| **NIF Priority** | **NIF Driver** | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** |
| **Improvement in attainment, particularly in literacy and numeracy** | * Parental/carer involvement and engagement
* ELC improvement
 | **2.3 Learning teaching and assessment****2.2 Curriculum**  |
| **Responsible/Lead Person** | **Time Allocations** | **Funding – including PEF** | **Expected Completion Date** |
| **Nursery Manager** | **1 year** | **N/A** | **June 2025** |
| **Parental and Learner Engagement Opportunities** | **Linkage to Framework for Inclusion** |
| To ensure our learners have the best outdoor learning experiences by providing a well-resourced garden, they will help design, build, and plant this area. Our parents/carers to be actively involved in children’s learning by volunteering to help improve our outdoors garden environment.  | **UNCRC Relationships &** **Rights** |

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| **School Priority****/Improvement Area** | Outcomes for Learners/School Community | **Key Tasks** |
| **Continue to further develop a robust self-evaluation process.** | Areas for improvement across the nursery will be readily identified by focusing on a small amount of QIs. Using the small test of change method to implement improvements. By June 2025 most staff will understand the process of self-evaluation and be able to implement improvements.Learners, staff team and families can contribute to the self-evaluation process.  | Embed a framework by selecting a small amount of QIs to focus on that support ongoing and continuous self-evaluation and improvement. This will be evidenced in big book planning and parent/carer wall within the setting. Our learners will be consulted through discussion and parents/carers views will be collected through questionnaires.Support staff with training. Engage with other colleagues to look at examples of good practice. Visit other Nursery Managers that are confident in self-evaluation and understand what worked well for them. Deliver staff training around what was learnt about experiences and processes that will meet our nursery criteria. |
| **NIF Priority** | **NIF Driver** | **HGIOS?4 / HGIOELC Qis/National Standard Criteria** |
| Improvement in children and young people's health and wellbeing.Improvement in attainment, particularly in literacy and numeracy | School and ELC improvement | 1.3 leadership of change1.4 leadership and management of  practitioners |
| **Responsible/Lead Person** | **Time Allocations** | **Funding – including PEF** | **Expected Completion Date** |
| Nursery Manager |  | **N/A** | **June 2025** |
| **Parental and Learner Engagement Opportunities** | **Linkage to Framework for Inclusion** |
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| **School Priority****/Improvement Area** | Outcomes for Learners/School Community | **Key Tasks** |
| **Further develop meaningful parental involvement in the nursery**  | By April 2025 parent/carers will have a better understanding of were their child is in their learning and engagement in the setting.  | Provide opportunities for parent/carer to be part of the nursery community through focus/working group opportunities. Provide regular verbal and written updates on learners’ progress.  |
| **NIF Priority** | **NIF Driver** | **HGIOS?4 / HGIOELC QIs/National Standard Criteria** |
| Improvement in children and young people's health and wellbeing | Curriculum and assessmentParents/carers involvement | **2.2. Curriculum** **2.5 Family learning****2.7 Partnerships** |
| **Responsible/Lead Person** | **Time Allocations** | **Funding – including PEF** | **Expected Completion Date** |
| **Nursery Manager**  | **10months** |  | **April 2025** |
| **Parental and Learner Engagement Opportunities** | **Linkage to Framework for Inclusion** |
| Provide opportunities for learners to express how they feel about their learning and engagement in nursery. Develop meaningful focus/working groups in nursery to fully understand what is important to parents/carers in learning and provide information session around the curriculum. |  |