

Crookfur Primary School

Improvement Plan

2018/2019



School Aims – Planning for Excellence

In line with our local authority vision of Everyone Attaining, Everyone Achieving through Excellent Experiences, in Crookfur Primary School, we pursue the achievement of excellence in all aspects of our work.

We embrace the Values and Principles of Curriculum for Excellence to provide an education of the highest quality that will enable all young people to become: Successful Learners; Confident Individuals; Responsible Citizens and Effective Contributors. We work to ensure we get it right for every child (GIRFEC) and that all children are Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.

This will equip our learners with skills and attitudes for lifelong learning and will prepare them for life beyond school.

Our aspirational vision of *Learning, Caring and Working Together To Be All We Can Be* is supported by a number of strategies including the following:

- ✓ Ensuring breadth and balance across the curriculum
- ✓ Raising attainment through self-evaluation and improvement
- ✓ Providing a quality learning environment which stimulates and motivates pupils
- ✓ Supporting pupils by providing personal and social development and active health
- ✓ Effective deployment of staff and resources as well as close partnership working between home, school and local community
- ✓ Ensuring the development of excellence by fostering high quality leadership at all levels



School Improvement Priorities for 2018-2021		
2018/19	2019/20	2020/21
Effectively recognise achievement and raise attainment in Literacy & English (Reading)	Effectively recognise achievement and raise attainment across learning, particularly in Literacy, Numeracy and Health and Wellbeing through implementation of N&M Strategy, Lit& Eng Strategy, ELC Strategy	Develop systems for recording, reporting and celebration of personal achievement across 4 contexts for learning (IDL, Curricular areas, personal achievement, Ethos & Life of the School)
Effectively recognise achievement and raise attainment in Numeracy & Mathematics		
To ensure all children are achieving and attaining through excellent experiences		
To develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community	Continue to design a curriculum that is engaging and relevant for all pupils and develops skills for life, learning and work	Continue to design a curriculum that is engaging and relevant for all pupils and develops skills for life, learning and work
To strengthen practices in self evaluation for continuous self improvement	To strengthen practices in self evaluation for continuous self improvement	To strengthen practices in self evaluation for continuous self improvement

2018/19 Maintenance Agenda
To provide excellent support for pupils and embed the principles of GIRFEC by developing nurturing approaches across the school

Leadership and Management	
Priority- To strengthen practices in self evaluation for continuous self improvement	
NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	QIs- 1.1, 1.2, 1.3
NIF Drivers- School leadership, Teacher Professionalism, Performance Information, School Improvement	LIP- Improved reading, writing and mathematics attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
An ethos of high expectations which maximises learners' successes and achievements	Use effective data analysis, tracking and monitoring tools based on a range of data e.g. gender, ethnicity, performance information and SIMD to target key groups	Leadership team and teaching staff	Termly (in line with planning cycle)	ERC Tracking Database SNSA Database	Minutes of meetings Attainment data
Improved professional judgements					
A culture of self evaluation and continuous improvement	Strengthen practices in self evaluation using How Good is Our School 4 and How Good is Our Early Learning and Childcare as audit tools	Leadership team and teaching staff Parent Council Pupils	Ongoing	HGIOS4/HGIOELC Collegiate time	Professional dialogue Self evaluation activities Questionnaire data Planning Attainment data
A commitment to effective learner participation	Complete ES Learner Participation Self Evaluation Mapping and Planning Tools Complete Learner Participation Readiness Checklist Develop Framework for Implementation of Learner Participation Guidance	HT and leadership team Teaching staff HT and leadership team	Sept '18 Oct '18 Nov '18	ES Learner Participation Self Evaluation Mapping Tool Participation Planning Tool Learner Participation Readiness Checklist How Good is OUR School? Part One and Part Two	Completed self evaluation tools Minutes of meetings Implementation Framework Pupil Dialogue
Pupils are more skilled and confident in reviewing their own learning and the work of the school under the themes of <i>Relationships and Our Learning and Teaching</i>	Establish Pupil Self Evaluation Group Complete evidence gathering activities for Theme 1 and Theme 2 within How Good is OUR School (Part 2) Pupils feedback to Staff/Pupils/ Parent Council Develop action plan for session 2019/20	HT HT and Pupil Self Evaluation Group Pupil Self Evaluation Group Pupil Self Evaluation Group	Nov '18 Nov '18-Feb '19 March '19 Term 4	How Good is OUR School? Part One and Part Two	Minutes of meetings Questionnaires and survey information Completed action plan Feedback from pupils/staff/ parents School Improvement Plan 2019/20

Learning Provision	
Priority- To improve attainment and achievement in Reading	
NIF Priority- Improvement in attainment, particularly in literacy and numeracy	QIs- 1.2, 2.2, 2.3, 3.2,
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- Improved reading, writing and mathematics attainment throughout the years of the Broad General Education.

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Improved attainment of pupils, particularly disadvantaged children and those performing within the lowest 20%	Launch of Cluster Rationale and Methodology for teaching Reading Devise and deliver programme of cluster CLPL and promote authority CLPL	Literacy & English Development Group (Cluster) Literacy & English Development Group (Cluster)	August '18 Sept '18 and ongoing	ERC Literacy Strategy Curriculum Development (1.5 hours per term) Funding for Lowest Performing 20% ERC Tracking Database and analysis of available data Analysis of tracking data, highlighting focus group for support CfE Action Plan 2016-2019	Attainment data Quality assurance procedures-learning visits, monitoring of pupil work, displays Professional dialogue/Planning Evidence generated through moderation events/LAR Feedback from staff PRD & CLPL records Pupil dialogue Attendance figures for workshops Parent evaluations
Teachers provide consistently high quality learning experiences based on skilful application of educational theory and research	Introduction of Reading Recovery Pilot quality assured support materials for class novel studies at first and second levels, which promote collaborative and cooperative learning	L Atkin Literacy & English Development Group (School)	Aug '18 and ongoing Term 2 and Term 3		
Pupils are motivated and engaged	Develop progressive reading resource planning tool which is index linked in terms of readability and text difficulty	Literacy & English Development Group (School)	August '18		
Parental Engagement promotes confidence in literacy	Embed Reciprocal Reading methodology in all classes	Teachers	Aug '18 and ongoing		
	Deliver programme of Workshops to support home learning (Early- Third levels)	Literacy & English Development Group (School)	Oct '18, Feb '19, May '19		

Learning Provision	
Priority- To improve attainment and achievement in Numeracy and Mathematics	
NIF Priority- Improvement in attainment, particularly in literacy and numeracy	QIs- 1.2, 2.2, 2.3, 3.2,
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- Improved reading, writing and mathematics attainment throughout the years of the Broad General Education.

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
An improvement in the attainment of pupils	Implement revised ERC Skills Framework and Numeracy and Mathematics Strategy	Leadership team & Maths Champion	Aug '18 and ongoing	ERC Numeracy Strategy & Skills framework Curriculum Development time-in-service training and development group Cluster Development Group Funding for Lowest Performing 20%	Attainment data Quality assurance procedures-learning visits, monitoring of pupil work, displays Professional dialogue/Planning Evidence generated through moderation events Feedback from staff PRD & CLPL records Pupil dialogue Attendance figures for workshops Parent evaluations
Digital learning will improve motivation, engagement and enjoyment of young people	Promote Cluster developments across the school e.g. Cluster Challenges Support learners in using a digital platform at home / school	Maths Champion & Numeracy & Maths Development Group (Cluster) Maths Champion & Numeracy & Maths Development Group (Cluster)	Sept '18 and ongoing Sept '18 and ongoing	ERC Tracking Database and analysis of available data CfE Action Plan 2016-2019 Making Maths Count ERC CLPL Programme	
Teachers provide consistently high quality learning experiences based upon skilful application of educational theory and research	Teachers engage in school and authority development and CLPL opportunities	Leadership team Teaching staff Maths Champion	Aug '18 and ongoing		
Increased staff knowledge and understanding of Numeracy and Mathematics to improve experiences and attainment					
A "Maths Positive" culture is evident across the school	Celebration of Maths Weeks Scotland Promotion of <i>Making Maths Count</i> through school Twitter	Maths Champion & Numeracy & Maths Development Group (School) Principal Teacher Parent Council	Sept '18 and ongoing		
Parents will have increased levels of confidence enabling them to support their children	Promote Cluster workshops for parents focused on growth mind-set and identified Mathematical concepts Promote Cluster Parent Website	Maths Champion & Numeracy & Maths Development Group (School & Cluster) Maths Champion & Numeracy & Maths Development Group (School & Cluster) Parent Council	Sept '18 and ongoing Sept '18 and ongoing		

Learning Provision					
Priority- To develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community					
NIF Priority- Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people			QIs- 1.3, 2.2, 2.3, 2.5, 3.1, 3.2,		
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School improvement			LIP- A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally. Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential A culture based on Getting It Right for Every Child		
Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
The curriculum has a clear vision and rationale	Audit and SWOT analysis to identify what is special about Crookfur Primary	PT and DYW Development Group (Cluster)	Sept '18	Career Standards Wood Report ERC DYW Implementation	Minutes of meetings Data from survey Action Plan
Pupils and staff develop leadership and decision making skills	Challenge staff thinking and perceptions about curriculum design / improvement	PT and DYW Development Group (School)	Oct '18 (inset)	Strategy Microsoft Forms Evaluations Business Partners	Staff, pupil & parent evaluations Evidence of pupil learning e.g. completed work/displays
Staff, pupils and parents views influence how the curriculum is developed to ensure creativity and innovation	Share the rationale and objectives with staff/ pupils/ parents for curriculum innovation (assembly/ parent workshops/ staff meetings)	PT and DYW Development Group (School) Parent Council	Oct '18	Collegiate hours	
Pupils and Parents have a clear understanding of the nature of quality learning experiences	Consult parent, staff and pupil groups to formulate proposals for learning pathways	PT and DYW Development Group (School) Parent Council	Nov – Jan '18		
Learner opportunities are provided to experience a broad, general education within meaningful contexts	Develop Action Plan which details how to build and personalise a skills academy approach to IDL Create and pilot a programme of learning experiences that encourage the development of skills for life, learning and work.	PT and DYW Development Group (School) Parent Council All staff and partners	Feb '19 (inset) Feb/March '19 to implement Term 4		

Successes and Achievements	
Priority- To ensure all children are achieving and attaining through excellent experiences	
NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	QIs- 1.2, 1.3, 2.2, 2.7, 3.2, 3.3
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress	LIP- Improved reading, writing and mathematics attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
All staff have consistently high shared expectations of learners' achievement and attainment	Staff engage in a range of moderation activates at school, cluster and authority level Implement revised approaches to profiling and recording assessment evidence based upon say, make write, do. Introduce user guide to assessment for Parents/Carers through leaflet and school website	Leadership team and teaching staff Leadership team and teaching staff HT	Termly Sept '18 Aug '18	Collegiate time Family Friendly Audit and Planning resource materials Landscapes for Learning/Grounds for Learning John Muir Award Partnerships in community e.g. Dams to Darnley Country Park Forest Schools training ERC Innovation Hub QI Team Active Schools Team	Feedback from staff, pupils and parents Target setting meetings Planning Attainment data Evidence from photos/social media Participation figures
Families are well support and valued within our nursery class. All staff demonstrate a commitment to high quality family support which is evidenced by silver accreditation	Establish Family Friendly Development Group Implement action plan	DHT and school staff	Sept '18 and ongoing		
Increase in pupil participation in sports across different contexts for learning, recognised by achievement of Gold Sports Scotland Award	Implementation of Sport Scotland Action Plan CLPL opportunities for staff Comprehensive programme of sports clubs	PE Champion & Active Schools coordinator Parent Council	Aug '18 and ongoing		
Learners' experiences are enriched by creative learning environments and approaches to learning and teaching	Establish Outdoor Learning Development Group CLPL sessions for staff to promote physical literacy in the lower school and progressive outdoor learning opportunities across the school Continue to develop Playful Pedagogy across P1 and P2	Teaching Staff and Nursery staff Teaching Staff and Nursery staff Principal Teachers/Nursery P1 and P2 Class Teachers	Sept '18 and ongoing Jan '18 and ongoing Aug '18 and ongoing		
Pupils, staff and parents have increased confidence and skill in using digital technologies, leading to Digital Schools Award	Revise school Digital Learning Policy Establish Pupil Digital Leader programme Contribute to ERC Digital Innovation Hub Staff CLPL and support on use of GSuite resources	IT Coordinator/Digital Leaders IT Coordinator/Digital Leaders Digital Leaders/Teaching Staff Digital Leaders	Nov '18 By Nov '18 Ongoing Termly		

Crookfur Nursery Class

Improvement Plan

2018/2019



Leadership and Management					
Priority- To strengthen practices in self evaluation for continuous self improvement					
NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children			QIs- 1.1, 1.2, 1.3		
NIF Drivers- School leadership, Teacher Professionalism, Performance Information, School Improvement			LIP- Improved reading, writing and mathematics attainment throughout the years of the broad general education An improvement in the attainment of disadvantaged children and young people		
Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
An ethos of high expectations which maximises learners' successes and achievements	Use effective data analysis e.g. baseline and developments milestones, tracking and monitoring tools based on a range of data e.g. gender, ethnicity and SIMD to target key groups	Nursery Team Neighbourhood Group	Termly (in line with planning cycle) November '18	ERC Tracking Database SNSA Database Developmental Milestones Results	Minutes of meetings Attainment data
Improved professional judgements					
A culture of self-evaluation and continuous improvement	Strengthen practices in self-evaluation using How Good is Our Early Learning and Childcare as audit tool Staff CLPL Evaluative writing	Nursery Team Neighbourhood Group	Ongoing Jan '18	HGIOELC Staff Meetings	Professional dialogue Self evaluation activities Questionnaire data Planning Attainment data
A commitment to effective learner participation	Nursery staff and children to support the work of the school in engaging with How Good is OUR School	HT and Leadership Team Nursery Team HT and Leadership Team	Sept '18 Oct '18 Nov '18	ES Learner Participation Self Evaluation Mapping Tool Participation Planning Tool Learner Participation Readiness Checklist HGIOELC	Completed self evaluation tools Minutes of meetings Implementation Framework Child Dialogue
Children develop skills and confidence in talking about their own learning and the work of the nursery under the themes of <i>Relationships</i> and <i>Our Learning and Teaching</i>	Planned opportunities for children to contribute their voice to learning profiles	Nursery Team Child Focus Groups	Aug'18 and ongoing Aug'18 and ongoing	HGIOELC Children's Profiles	Children's Profiles Questionnaires and survey information Feedback from pupils/staff/parents

Learning Provision					
Priority- To improve attainment and achievement in literacy					
NIF Priority- Improvement in attainment, particularly in literacy and numeracy		QIs- 1.2, 2.2, 2.3, 3.2,			
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress			LIP- Improved reading, writing and mathematics attainment throughout the years of the Broad General Education.		
Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
Improved attainment of learners, particularly disadvantaged children and those performing within the lowest 20%	<p>Launch of Cluster Rationale and Methodology for teaching Reading</p> <p>Participate in Cluster CLPL (Quality Interactions) and promote authority programme</p> <p>Introduce Promoting and Nurturing Early Communication and Language (PANECAL) Initiative</p> <p>Staff CLPL on Musicality resource</p> <p>Develop use of Musicality resource to support children's auditory discrimination</p> <p>Embed Literacy Team Approaches to developing phonological awareness skills</p> <p>Re-launch Make Believe Project</p>	<p>Literacy & English Development Group (Cluster)</p> <p>Literacy & English Development Group (Cluster)</p> <p>PT, Ed psych and SLT</p> <p>PT</p> <p>Nursery Team</p> <p>Nursery Team</p> <p>Nursery PT and P1 PT</p>	<p>August '18</p> <p>Feb IN-SET and ongoing</p> <p>Aug '18 and ongoing</p> <p>Aug '18 and ongoing</p> <p>Aug '18 and ongoing</p> <p>Sept '18 and ongoing</p> <p>Aug '18 and ongoing</p>	<p>ERC Literacy Strategy</p> <p>Curriculum Development Time</p> <p>ERC Tracking Database and analysis of available data</p> <p>Analysis of tracking data, highlighting focus group for support</p> <p>Musicality Resource</p> <p>External agencies – SLT and Ed Psych</p> <p>CfE Action Plan 2016-2019</p>	<p>Attainment data</p> <p>Quality assurance procedures-learning visits, monitoring of pupil work, displays</p> <p>Professional dialogue/Planning</p> <p>Evidence generated through moderation events/LAR</p> <p>Feedback from staff</p> <p>PRD & CLPL records</p> <p>Pupil dialogue</p> <p>Attendance figures for workshops</p> <p>Parent evaluations</p>
Staff provide consistently high-quality learning experiences based on skilful application of educational theory and research					
Children are motivated and engaged and parental engagement promotes confidence in literacy	<p>Continue to develop reading resources including story sacks/boxes, song bags and alliteration bags</p> <p>Develop range of non-fiction texts available across the playroom</p> <p>Develop use of non-fiction texts to support reading skills through responsive contexts</p> <p>Deliver programme of Workshops to support home learning at Early Level</p>	<p>PT and CDO</p> <p>PT and CDO</p> <p>Literacy & English Development Group (School and Nursery)</p>	<p>Aug '18 and ongoing</p> <p>Aug '18 and ongoing</p> <p>Oct '18, Feb '19, May '19</p>		

Learning Provision					
Priority- To improve attainment and achievement in Numeracy and Mathematics					
NIF Priority- Improvement in attainment, particularly in literacy and numeracy		QIs- 1.2, 2.2, 2.3, 3.2,			
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress		LIP- Improved reading, writing and mathematics attainment throughout the years of the Broad General Education.			
Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
An improvement in the attainment of children	Implement revised ERC Skills Framework and Numeracy and Mathematics Strategy	Leadership team & Maths Champion	Aug '18 and ongoing	ERC Numeracy Strategy & Skills framework Curriculum Development time-in-service training and development group Cluster Development Group ERC Tracking Database and analysis of available data CfE Action Plan 2016-2019 Making Maths Count ERC CLPL Programme	Attainment data Quality assurance procedures-learning visits, monitoring of pupil work, displays Professional dialogue/Planning Evidence generated through moderation events Feedback from staff PRD & CLPL records Pupil dialogue
Practitioners provide consistently high-quality learning experiences based upon skilful application of educational theory and research	Practitioners engage in local authority, school and nursery CLPL e.g. CLPL on Staged Early Arithmetic Learning (SEAL)	Nursery Team	Aug '18 and ongoing		
Increased staff knowledge and understanding of Numeracy and Mathematics to improve experiences and attainment	Practitioners use a greater range of resources to stimulate mathematical thinking Reciprocal Visits within neighbourhood	Nursery Teacher and Team Neighbourhood Group	Sep'18 and ongoing Sep'18 and ongoing		
A "Maths Positive" culture is evident within the nursery	Celebration of Maths Weeks Scotland Promotion of <i>Making Maths Count</i> and other appropriate media through nursery Twitter	Maths Champion & Numeracy & Maths Development Group (School) Principal Teacher	Sept '18 and ongoing Ongoing		
Parents will have increased levels of confidence enabling them to support their children	Promote Cluster Parent Website	Maths Champion & Numeracy & Maths Development Group (School & Cluster)	Sept '18 and ongoing		

Learning Provision					
Priority- To develop a progressive, creative curriculum which meets the needs of all learners based on the unique features of our school and community					
NIF Priority- Closing the attainment gap between the most and least disadvantaged children Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people		QIs- 1.3, 2.2, 2.3, 2.5, 3.1, 3.2,			
NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress, School improvement		LIP- A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally. Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential A culture based on Getting It Right for Every Child			
Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
The curriculum has a clear vision and rationale	Contribute to Audit and SWOT analysis to identify what is special about Crookfur Primary and Nursery Class Revise Nursery Class rationale	Nursery Team (linking with PT and DYW Development Group (School))	Sept '18	Career Standards Wood Report ERC DYW Implementation Strategy Microsoft Forms	Minutes of meetings Data from survey Action Plan Staff, pupil & parent evaluations Evidence of pupil learning e.g. completed work/displays
Pupils and staff develop leadership and decision-making skills	Engage in discussions about curriculum design / improvement	Nursery Team (linking with PT and DYW Development Group (School))	Oct '18	Evaluations Business Partners Collegiate hours	
Staff, pupils and parents views influence how the curriculum is developed to ensure creativity and innovation	Help share the rationale and objectives with all stake holders (newsletters/week sheet/twitter/parent noticeboard/focus groups)	CDO, PT and DYW Development Group (School)	Oct '18		
Children can articulate the nature of quality learning experiences	Work collaboratively with school to formulate proposals for learning pathways	CDO, PT and DYW Development Group (School)	Nov – Jan '18		
Learner opportunities are provided to experience a broad, general education within meaningful contexts	Contribute to Action Plan which details how to build and personalise a skills academy approach to IDL Create and pilot a programme of learning experiences that encourage the development of skills for life, learning and work. at early into first level	All staff and partners Nursery Team	Feb '19 (inset) Feb/March '19 to implement Term 4		

Successes and Achievements	
<p>Priority- To ensure all children are achieving and attaining through excellent experiences</p> <p>NIF Priority- Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children</p>	QIs- 1.2, 1.3, 2.2, 2.7, 3.2, 3.3
<p>NIF Drivers- School leadership, Teacher Professionalism, Parental Engagement, Assessment of Children's Progress</p>	<p>LIP- Improved reading, writing and mathematics attainment throughout the years of the broad general education</p> <p>An improvement in the attainment of disadvantaged children and young people</p>

Expected Outcome and Impact	Action	Responsibility	Timescale	Resources	Monitoring & Evaluation
All staff have consistently high shared expectations of learners' achievement and attainment	Staff engage in a range of moderation activates at school & nursery, cluster and authority level	Leadership team and all staff	Termly	Staff Meeting Time In-Set Day (Feb '19) Family Friendly Materials My Creative Journey – Care Inspectorate Document	Feedback from staff Target setting meetings Planning Attainment data Family Friendly Validation and Accreditation Process Learning Blog Learning Journals
Families are well support and valued within our nursery class. All staff demonstrate a commitment to high quality family support which is evidenced by gold accreditation	Implement action plan Share best practice with neighbourhood/across authority	PT and Nursery Team Neighbourhood Group	By January '19		
Learners' experiences are enriched by creative learning environments and approaches to learning and teaching	Participate in Outdoor Learning Development CLPL sessions for staff to promote physical literacy in early years Continue to support the development of Playful Pedagogy across P1 and P2 through learning visits, mentoring and opportunities for collaboration Embed Froebelian principles in practice ER Early Years Practitioner Group Materials as source of CLPL	Teaching Staff and Nursery Team Teaching Staff and Nursery Team Principal Teachers/Nursery Team, P1 and P2 Class Teachers	Sept '18 and ongoing Jan '18 and ongoing Aug '18 and ongoing		
Increased staff knowledge of creative play to improve experiences	Implement ideas from 'My Creative Journey' document	Nursery Team	Oct '18 and ongoing		
Children, staff and parents have increased confidence and skill in using digital technologies	Staff CLPL and support on use of a range of technologies to enhance play experiences	Nursery Teacher (Digital Leader)	Nov'18 and ongoing		