

# *Carlibar Nursery Class*

School Improvement Plan

Session 2023-24



*Everyone Attaining, Everyone Achieving through Excellent Experiences*



## Carlibar Nursery Charter

### Our values come from the heart



We will talk to each other using appropriate language  
Children have the right to say what they think and have their views taken seriously. Article 12

"If my friend was sad, I would tell an adult so they could be happy again."

"I would ask my friends if I could play with them."

"You can say, 'Please can you help me?'"



We will respect ourselves, others and all property  
Education should help you live peacefully, respect the environment and each other. Article 29

"I help my friends tidy all the toys away."

"If my friend was painting on the easel without paper, I would give them some paper to use."

"I would say 'Stop doing that' or ask an adult to help me."



We will treat each other with care and kindness  
Children should be protected from being hurt or mistreated. Article 19

"If my friend fell, I would hold their hand and help them back up."

"I would give my friend a hug if they were sad."

"I like to help my friends put their wellies on the right feet. Then they won't fall off."

We will take responsibility for our learning and the learning of others  
Children have the right to an education. Article 28

"I help my friends find their name on the register wall. I help them spell it out."

"I can show my friends how to draw around their hand. You spread out your fingers, hold them still and go around them. That's how you do it!"

"I help my friends build castles. We can build them so high. I like to work with my friends."



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## **2021-22 Improvement Priorities**

### **Three Year Strategic Overview**

2020-21	2021-22	2022-23
<b>Leadership and Management - How good is our leadership and approach to improvement?</b>		
<i>Pupil Participation and voice</i>	<i>Developing a skilled workforce – CLPL</i>	<i>Curriculum rationale</i>
<i>Empowerment</i>		<i>Collaboration across West Partnership</i>
<b>Learning Provision – How good is the quality of care and education we offer?</b>		
<i>Rhythm of the Day</i>	<i>Provocations</i>	<i>Curricular design – linked to curricular rationale</i>
<i>Creativity and Imagination</i>	<i>Gender balance and equality</i>	<i>Improved attainment in health and wellbeing</i>
		<i>Family learning engagement</i>
<b>Successes and Achievements – How good are we at improving outcomes for all of our learners?</b>		
<i>Parental Engagement</i>	<i>Positive relationships and behaviour management</i>	<i>Increasing employability skills</i>
<i>DYW</i>	<i>Family Focused GOLD</i>	<i>Developing skill of creativity</i>

## Leadership and Management - How good is our leadership and approach to improvement?

**Priority – To ensure rigorous self-evaluation is the responsibility of all practitioners and stakeholders**

**NIF Priority** – Closing the attainment gap between the most and least disadvantaged children, Improvement in employability skills and sustained, positive school-leaver destinations for all young people

**QIs**

- 1.1 Self-evaluation for self-improvement – Collaborative approaches to self-evaluation
- 1.2 Leadership of learning – professional engagement and collegiate working

**NIF Drivers** – School leadership; Teacher professionalism; School improvement

**LIP Expected Impact & Outcomes** – A culture of self-evaluation and continuous improvement in all schools, A skilled and confident workforce

Impact & Outcomes	Action	Personnel	Timescales	Resources	Monitoring & Evaluation
Self-evaluation is at the heart of everything that we do in our setting	<ul style="list-style-type: none"> <li>Refresh knowledge to ensure a shared understanding of self-evaluation as an integral aspect of our approach to continuous improvement</li> </ul>	E Hanlon All practitioners	Aug In-service	Challenge Qu's: <b>HGIOELC</b> Realising the Ambition CI Quality Framework	Practitioner discussion Planning SLT observations Professional dialogue
All of our stakeholders are actively engaged in continuously evaluating and improving our setting	<ul style="list-style-type: none"> <li>Establish a parent/staff working party to consult and agree how we can more effectively involve parents and carers in self-evaluation</li> </ul>	Identified lead Parents/carers	Aug-Dec	Parents/carers Practitioners	Minutes of meetings Questionnaire data
Parents/carers have regular opportunities to support improvement by participating in a range of formal and informal activities	<ul style="list-style-type: none"> <li>Disseminate self-evaluation questionnaire to all parents/carers, carefully analyse data and use to improve our setting</li> </ul>	SLT All practitioners	June 2023	Questionnaire	Questionnaire data
Careful planning ensures that practitioners have regular opportunities to learn with and from each other	<ul style="list-style-type: none"> <li>Further develop established approaches to working collaboratively with children to improve our setting and outcomes:                             <ul style="list-style-type: none"> <li>Revisit PANECAL strategies</li> <li>Re-establish pupil leadership groups</li> <li>Fully embed children's voice "in the moment planning"</li> </ul> </li> <li>Think creatively and plan self-evaluation opportunities throughout the session, taking into account staff working patterns:                             <ul style="list-style-type: none"> <li>Online learning</li> <li>SWAYs</li> <li>Focused CLPL groups</li> <li>Peer visits</li> <li>Team meetings on in-service days</li> </ul> </li> </ul>	Identified lead All practitioners	Aug - Oct	PANECAL SE Tool Planning	EYTT Planning Seesaw/twitter Practitioner feedback SLT observations Professional dialogue
		SLT All practitioners	Aug-June	<b>HGIOELC</b> Realising the Ambition CI Quality Framework CFE	Self-evaluation Quality conversations Minute

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## Learning Provision – How good is the quality of care and learning we offer?

### Priority – To provide innovative and creative learning experiences for our children through STEAM

<b>NIF Priority</b> – Improvement in attainment, particularly in literacy and numeracy, Closing the attainment gap between the most and least disadvantaged children, Improvement in employability skills and sustained, positive school leaver destinations for all young people	<b>QIs</b> – 2.2 Curriculum - Skills for life and learning 2.5 Family learning - Engaging families in learning 2.7 Partnerships – Engagement of parents and carers in the life of the setting
<b>NIF Drivers</b> – Parental engagement, Assessment of children's progress, School improvement	<b>LIP Expected Impact &amp; Outcomes-</b> Improved reading, writing and mathematics throughout the years of the broad general education, An improvement in the attainment of disadvantaged children and young people, Higher levels of parental engagement in their children's learning and the life of the school

Impact & Outcomes	Action	Personnel	Timescales	Resources	Monitoring & Evaluation
<p>Children are provided with rich, relevant experiences allowing them to develop core skills for the future and develop their knowledge and understanding through STEAM</p> <p>Creative approaches, well matched to the needs of families, are used to engage families throughout their contact with the setting</p> <p>Sharing of skills, knowledge and experience between partners improves outcomes for children</p>	<ul style="list-style-type: none"> <li>Establish Learning for Sustainability working group including parents and children with responsibility for creating action plan to develop and embed LfS throughout the setting</li> <li>Embed LfS in planning and annual calendar of events including:                             <ul style="list-style-type: none"> <li>o ECO practices</li> <li>o Global citizenship</li> <li>o Community partnerships</li> <li>o Cultural diversity</li> <li>o Outdoor learning</li> <li>o Children's Rights</li> <li>o Growing food</li> </ul> </li> </ul>	<p>Identified lead Parents/carers Children</p> <p>Identified lead All practitioners Parents/carers Children Partners</p>	<p>Aug-June</p> <p>Aug-June</p>	<p>Realising the Ambition My World Outdoors Outdoor science resource</p> <p>Realising the Ambition My World Outdoors Outdoor science resource Woodland area UNCRC supporting materials</p>	<p>Action plan Seesaw Minutes of meetings</p> <p>EYTT Planning Seesaw/twitter Practitioner feedback SLT observations Professional dialogue Questionnaire data</p>

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## Successes and Achievements – How good are we at improving outcomes for all of our learners?

**Priority** – To provide an environment (spaces, interactions and experiences) which further supports the development of creativity and skills for life and learning

**NIF Priority** - Improvement in children and young people's health and wellbeing

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### 3.3 Developing creativity and skills for life and learning

**NIF Drivers** – Assessment of children's progress; School improvement; Performance information

**LIP Expected Impact & Outcomes** – Improved attainment in reading, writing and mathematics

Impact & Outcomes	Action	Personnel	Timescales	Resources	Monitoring & Evaluation
Through exploratory play, all children have the opportunity to develop and apply investigative, problem solving and thinking skills	<ul style="list-style-type: none"> <li>Continue to engage with “Adventures with Alice” to extend knowledge and understanding, focus on:               <ul style="list-style-type: none"> <li>Thinking - critical skills for life</li> <li>Creativity – attributes and dispositions for play</li> <li>Embed new knowledge in practice</li> </ul> </li> <li>Monitor approaches to learning, ensuring they provide opportunities for children to apply skills across learning and confidently lead aspects of their own learning</li> </ul>	Identified lead All practitioners	Oct In-service	Alice Sharp “Adventures with Alice”	EYTT Planning Seesaw/twitter Practitioner feedback SLT observations Professional dialogue
There is an emphasis on talk and shared thinking	<ul style="list-style-type: none"> <li>Invite parents and carers to a “Did you know?” workshop to share the importance of critical thinking and creativity</li> </ul>	All practitioners SLT	Oct-June		
	<ul style="list-style-type: none"> <li>Track children’s progress through effective use of EYTT</li> </ul>	Identified lead All practitioners Parents/carers	April		
		PT/teacher All practitioners	Oct-June		

