

# CARLIBAR NURSERY IMPROVEMENT PLAN



**Session  
2020-21**



# 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 I wanted the book I would say please can I have the book?"*

*"You can say do you want play with us?"*

*"We do good listening and use quiet voices inside"*



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

*"If someone did something they shouldn't I would say STOP"*

*"If I had a worry I would talk about it to a teacher"*

*"Put the toys back where they belong"*



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

*"I would give them a cuddle if my friend was crying"*

*"We help friends find their badge and put it on"*

*"I held my friends hand to help her balance, helping people is being kind"*



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

*"My friend didn't know how to ride the racing car bike, I said do you want me to teach you? I showed her first, then she got it"*

*"I made a bird feeder with seeds and gelatine, we mixed it all together, put it in cake cutters then put the string round. We tied them up high so the birds could reach them. It's cold outside for birds."*



## School Improvement Priorities for 2018-21

**1. Leadership and Management**

**2. Learning Provision**

**3. Successes and Achievements**

## School Improvement Priorities for 2018-21

2018-19	2019-20	2020-21
<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>• Create Vision</li> <li>• Pupil Participation and Voice</li> </ul>	<p><b>Leadership and Management</b></p> <p>Empowerment</p> <ul style="list-style-type: none"> <li>• Professional Enquiry – Impact of school closure</li> <li>• Audit and review of resources to meet needs of blended learning</li> <li>• Ethos</li> </ul>	<p><b>Leadership and Management</b></p> <ul style="list-style-type: none"> <li>• Pupil Participation and voice</li> <li>• Empowerment</li> </ul>
<p><b>Learning Provision</b></p> <ul style="list-style-type: none"> <li>• Curriculum Rationale and Maps</li> <li>• To raise attainment in reading</li> <li>• To raise attainment in Numeracy and Maths</li> <li>• Nurture</li> <li>• Plannng</li> </ul>	<p><b>Learning Provision</b></p> <ul style="list-style-type: none"> <li>• Planning, Observations and Assessment</li> <li>• Realising the Ambition</li> <li>• Early Language and Mathematics Skills</li> </ul>	<p><b>Learning Provision</b></p> <ul style="list-style-type: none"> <li>• Rhythm of the Day</li> <li>• Creativity and Imagination</li> </ul>
<p><b>Successes and Achievements</b></p> <ul style="list-style-type: none"> <li>• Family Friendly Gold</li> <li>• Employability Skills</li> <li>• Digital Literacy</li> </ul>	<p><b>Successes and Achievements</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> <li>• Nurture</li> <li>• Solihull Approaches</li> </ul>	<p><b>Successes and Achievements</b></p> <ul style="list-style-type: none"> <li>• Parental Engagement</li> <li>• DYW</li> </ul>

**Improvement Priority : Leadership and Management**

<b>NIF Priority:</b> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children	<b>NIF Driver:</b> School leadership Teacher professionalism Assessment of children's progress Performance information	<b>QIs:</b> 1.4 – Leadership management and practitioners 1.2 – Leadership of Learning 1.1 – Self Eval for Self Improve	<b>LIP Expected Outcome/Impact:</b> Increase in pupils having opportunities for personal achievements Skilled and confident workforce
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Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
Develop communication strategies to ensure a welcoming and inclusive culture within the setting to ensure all stakeholders feel welcome, included and valued	<ul style="list-style-type: none"> <li>Audit of current methods of communication</li> <li>Use alternative methods of communication such as twitter, school app, website, video and community spaces</li> <li>Weekly Virtual coffee/parent groups/crafts</li> <li>Creation of Sways as supports for parents</li> <li>Creation of videos of interactions in nursery to share with and support parents</li> </ul>	Louisa Quick	August onwards	Technology Time Sways	Evaluations from parents
A culture of professional enquiry as well as a culture of self-evaluation and continuous improvement	<ul style="list-style-type: none"> <li>CLPL on West Partnership – An introduction to Blended Learning</li> <li>Literature Review / Research</li> <li>Use of ERC video vault</li> <li>Creation of resources to support blended learning</li> <li>Empower staff to strengthen practices in self-evaluation for improvement</li> </ul>	Siobhan McColgan Emma Hanlon	August 2020/21	ERC video Vault West Partnership Resources Christchurch Earthquake Research John Hattie Build Back Better	PRD Professional Dialogue Forward Planning
Audit and development of resources resulting in all families having access resources required and skills needed for high quality home learning experiences	<ul style="list-style-type: none"> <li>Audit of materials in place and what is needed including craft materials, loose parts and emergent writing resources</li> <li>Consultation to identify barriers to home learning</li> <li>Support in place to upskill parents on different aspects of home learning such how to make playdough etc</li> <li>Ensure all parents have nursery app and twitter</li> </ul>	Louise Wright	August onwards	Craft materials How to videos	Child dialogue Engagement tool Conversations Tracking tool Special Books Observations Photographs sent in from home

## Improvement Priority : Learning Provision

### NIF Priority:

Improvement in attainment, particularly in literacy and numeracy  
Closing the attainment gap between the most and least disadvantaged children

### NIF Driver:

School leadership  
Teacher professionalism  
Parental engagement  
School improvement

### QIs:

2.2 – Curriculum  
2.3 – Learning, teaching and assessment  
2.5 – Family Learning

### LIP Expected Outcome/Impact:

Curriculum that enables all children to be successful, confident, responsible and effective Improved reading, writing and maths throughout BGE  
Improvement in attainment of disadvantaged children

Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
<p>Assessment, Moderation and Tracking are embedded into approaches to learning and teaching.</p> <p>High quality child led experiences are planned based on effective assessment data leading to improved attainment.</p> <p>Increased understanding of different types of data and how to effectively interpret data leading to improved experiences for all children</p>	<ul style="list-style-type: none"> <li>Revisit Sways on Planning, observations and assessment</li> <li>Use of tracking tool to support understanding of different skills and progress within skills</li> <li>Staff implement high quality observations linked to Literacy, Numeracy and Health and Wellbeing for returning and new children nursery</li> <li>Identify next steps with children and share this with parents to support home learning (this will link with video supports)</li> <li>CLPL for staff on different types of data, effective methods of gathering data and how to interpret data</li> <li>Staff in trios use Data Driven Dialogue template to effectively analyse data and use to inform teaching</li> </ul>	<p>Emma Hanlon</p> <p>Siobhan McColgan</p>	<p>August onwards</p> <p>Term 2 2020/21</p>	<p>SWAYS ERC Tracking Tool</p> <p>Collegiate Time (Oct Inset) Evolving Systems Thinking resources</p>	<p>Completed observations Forward plans Professional Dialogue Pupil conferencing</p> <p>Evaluations Completed templates</p>
<p>Realising the Ambition-Being Me is developed to ensure all practioners are ambitious and expect high levels of progress and achievement for all</p>	<ul style="list-style-type: none"> <li>CLPL activities linked to Realising the Ambition</li> <li>Focus groups (via Teams) linked to sections and challenge questions used as focus for improving practice</li> </ul>	<p>Emma Hanlon</p>	<p>Term 1 onwards</p>	<p>Education Scotland Resources Realising the Ambition</p>	<p>Staff discussion and evaluations PRDS</p>
<p>Throughout nursery there is a clear focus on development of skills in early language and mathematics</p>	<ul style="list-style-type: none"> <li>Staff revisit Sways</li> <li>Revisit ERC literacy and numeracy strategy</li> <li>Literacy and Numeracy key focus of in the moment planning</li> </ul>	<p>Karen Hill</p>	<p>Term 1 onwards</p>	<p>Numeracy Hub resources ERC Literacy Framework Sways</p>	<p>Learning visits Planning Early Years Tracking Tool</p>

## Improvement Priority: Successes and Achievements

<b>NIF Priority:</b> Improvement in children and young people's health and wellbeing Improvement in employability skills and sustained, positive school-leaver destinations for all young people	<b>NIF Driver:</b> Teacher professionalism Performance information School improvement	<b>QIs:</b> 3.1 – Wellbeing, equality and inclusion 3.2 – Raising attainment and achievement 3.3 – Creativity and Employability	<b>LIP Expected Outcome/Impact:</b> Improvement in % of children achieving dev outcomes on entry to primary Resources which lead to improvement for learners
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Impact and Outcomes	Action	Personnel	Timescale	Resources	Monitoring and Evaluation
All staff are aware of Nurturing approaches and these are imbedded in school experiences to support behaviour, wellbeing, attainment and achievement	<ul style="list-style-type: none"> <li>Refresh for staff on 6 Principals of Nurture</li> <li>Literature Review - <a href="https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture">https://www.epinsight.com/post/supporting-post-lockdown-education-using-the-6-principles-of-nurture</a></li> <li>Use of 'Applying nurture as a whole school approach'                             <ul style="list-style-type: none"> <li>Whole school readiness checklist</li> <li>Individual readiness checklist</li> </ul> </li> <li>CLPL drop in sessions based on results of checklist</li> </ul>	Elaine Bennett/ Emma Hanlon  All Staff	Term 1 and 2 onwards	Applying nurture as a whole school approach  Collegiate Time	Learning visits Completed checklists Professional dialogue Evaluations
All staff, pupils and parents wellbeing supported through access to appropriate resources and supports.	<ul style="list-style-type: none"> <li>Staff Kit Bag sessions used as support for staff wellbeing</li> <li>Daily check in for all children</li> <li>Wellbeing Walks for parents and staff</li> <li>Wellbeing support guides created and shared with parents</li> <li>Yoga and relaxation activities for children</li> <li>Early Level Emotion Works materials introduced to support use of visuals for emotions and naming feelings</li> </ul>	Children's First Emma Hanlon (mindfulness CLPL)  CCC teachers to support	Term 1 2020/21  Term 2 2020/21	Kit Bags Colliegiate Time Activities Children's First Worker Local Community	Evaluations Pupil Dialogue Wellbeing Assessments
All staff have a shared understanding of Solihull approaches and are able to use these to bring about positive change for children and their families.	<ul style="list-style-type: none"> <li>Staff who have received Solihull training revisit materials</li> <li>Buddy system with staff who have and have not been trained</li> <li>Introduction of small test of change using Solihull approach</li> </ul>	Staff who have been trained All Staff	Term 2 2020/21	Training materials Time	Evaluations Data linked to test of change ie. Pre and post analysis