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| **National Improvement Framework Priority:**  Improvement in children's and young people’s health and wellbeing.  Improvement in employability skills and sustained positive school leaver destinations for all young people. | | | | |
| **Focused Priority ELC 1: Strengthen partnerships with a focus on equity and wellbeing** | | | | |
| **HGIOSELC Quality Indicators** | | | | |
| **1.3 Leadership of change**  **1.4 Leadership and management of staff**  **2.1 Safeguarding and child protection**  **2.4 Personalised support**  **3.1 Ensuring wellbeing, equality and inclusion**  **3.3 Increasing creativity and employability** | | | | |
| **Expected Impact** | **Strategic Actions Planned** | **Responsibilities** | **Measure of Success**  ***(Triangulation of Evidence/QI Methodology)*** | **Timescales** |
| All children in the ELC will benefit from an inclusive learning approach      All targeted ASN pupils will have improved engagement and each individual will be enabled to achieve their personal best    Most target families will engage more in the life of the nursery and feel upskilled to support play and learning at home    All children will have access to rich and meaningful learning experiences as staff will have improved confidence in using planning and assessment tools effectively | Clear, robust quality assurance calendar    The nursery team will engage in the Up, UP and Away resource, supported by DHT, ASIST and EP    Planning and target setting to be reviewed and tightened. Universal, additional and intensive planning formats will take account of all leaners.    SLT/SEYO’s/EYO’s to engage in planning and monitoring modules (x10) throughout session to upskill use of data to identify target groups    3 weekly full team planning meetings with DHT    Fortnightly staff planning focus meetings with SEYO’s    Update/revision of our Getting it right at Anstruther policy as the work progresses – ensure ELC voice within policy    EYO visits to other ELC’s to observe good practice    Family workshops:  Informal drop in/coffee mornings  ASN  Anxiety  Wellbeing  Mental Health    Wellbeing Pathway – Staff training. Use framework from wellbeing pathway for workshops    Liaising with other support agencies for targeted pupils as inclusive practice develops. | Lead - Sharon Easton, DHT    Supported by Cordelia Manson (ASIST) and Pippa San Roman (EP)    SEYO’s/DHT/EYO’/Nursery teacher/EYDO    DHT/SEYO’s          EYO’s/SEYO’s      EYO’s/SEYO’s/SFL            DHT/SEYO’s/EYO’s                SEYO’s/EYO’s              Area PT/EYDO/SEYO’s        DHT/SEYO’s | UP, up up and away  audit and review      Included in SLT monitoring calendar    Gathering of pupil views    Feedback from families    Peer, SLT and ELP observations    Incident data/records    V&A data    Annual surveys    PLJ’s/Learning walls/ Floor books/Staff focus sheets/ responsive planning      Staff views:  Check ins  Debriefs  Exit interviews | Aug in-service – Staff wellbeing action plan check in.  child protection training  Inclusion/equity action plan    Personal action plans review points:  Aug – Dec  Dec – April  May - Aug    Each term gathering of children’s views    August Up, up and away audit 1    Nov In-service – Planning and assessment module  Up up and away audit 2    February In service audit 3    Focus of ELP observation (date TBC)    Nov and May- Parent feedback    September and March – Children's feedback    3 x learning visits:  Sept/Oct  Feb/March  May/June    August and January – Staff feedback    Feb in-service – child protection training    May-In-service – Planning and assessment module      Parent Wellbeing focus group – termly |
| **Ongoing Evaluation** | | | | |
| **This should be updated as part of on-going cycle of self-evaluation** | | | | |