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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**  |