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**IMPROVEMENT PLAN FOR 2023/24**

**IMPROVEMENT PLAN PRIORITIES & WORK PLANS**

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| FOCUSED PRIORITY 1 | Promote equality and diversity for all learners | | | | |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK:  Teacher & Practitioner Professionalism | | | **LINKS TO HGIOELC: 1.2, 1.3, 2.4, 2.7, 3.1** | | |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | | **Measure of success** | **Timescales** |
| A.   * All Practitioners encourage and embrace diversity, equity and inclusion ensuring our nursery is a safe, caring, supportive environment for all. * All Practitioners are confident with the Nurture Centre’s vision, values and Aims and what this look like in practice. | * Staff training about unconscious bias to raise awareness of this. * Identify and address barriers to participation and learning. * Analysis of the language and terms used with children by adults. * Review Nurture Centre Vision, values and aims * Revisit self -regulation approaches e.g. Solihull, Emotion works, Mindfulness practices, ensuring consistency among the whole staff team. * Create a “Nurturing Approaches” Staff Handbook. | * Head Teacher * All staff * Head Teacher * Depute Head of Centre * Principal Teacher * Early Years Lead Officer * Principal Teacher * Equity & Diversity Working Party * Educational Psychologist | | * Staff feedback through professional discussion * Feedback from all stakeholders (Questionnaires etc.) * Revised Vision, Values and Aims are embedded in practice * Staff feedback through professional discussion      * Nurturing Approaches Handbook shared with all staff who know approaches to use. * How Nurturing Is Our School? Toolkit | * August 2023   In-Service Day 1   * August 2023   In-Service Day 1   * Twilight sessions October 2023 * October 2023 |
| B.   * Resources in all playrooms are inclusive, support diversity and are non-discriminatory ensuring all learners and their families feel respected and included. | * Review of all resources to ensure they are diverse, inclusive, non-stereotyping and are promoting all minority groups positively.      * Build up understanding with all practitioners on how to diversify traditional stories, songs & rhymes. * Review the playroom environments, ensuring the spaces are balance to include calm, sensory spaces making them accessible to all. | * All practitioners * Depute Head of Centre * Early Years Lead Officer * Depute Head of Centre * Early Years Lead Officer * All Practitioners | | * ECERS – E (Gender equality and awareness 14) & (Race equality and awareness 15) * Leuven’s before and after scores * Staff feedback through professional discussion * Staff feedback through professional discussion | * November 2023 * August 2023 * November Twilight sessions 2023 |
| C.   * Sustain a culture of inclusion where all members of our community feel valued, respected and included at Beanstalk FNC * All staff are aware of the Independent Care Review and feel confident in delivering the Promise. | * Review equality and diversity policy taking onboard all stakeholders views. * Ensuring Beanstalk’s Family Work Programme is reflective of the needs of the whole community including all minority groups. * All staff understand the foundations of “The Promise”. * Care experienced children/families are identified and supported according to their needs. | * Depute Head of Centre * Early Years Lead Officer * Senior Early Years Officer Family Worker * Depute Head of Centre * All Seniors * All Practitioners | | * Stakeholders questionnaires understanding “lived experiences” of our community * ECERS – 3 (Promoting acceptance of diversity 26) & (Promoting acceptance of diversity 28) & (Provision for children with disabilities 37) * ITERS -3 (Promoting acceptance of diversity 23) * Staff feedback through professional discussion * Stakeholders questionnaires understanding “lived experiences” of our community | * December 2023 * December 2023 * August 2023 |
| Ongoing Evaluation |  | | | | |

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| FOCUSED PRIORITY 2 | Learners will improve their problem solving, creativity and thinking skills through rich opportunities in STEM and Digital Technologies. | | | | |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK:  Curriculum & Assessment | | | **LINKS TO HGIOELC:**  **1.2, 2.2, 2.3, 3.4, 2.6, 3.2, 3.3** | | |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | | **Measure of success** | **Timescales** |
| A.   * Practitioners will have a clear understanding of what in terms of the curriculum, we need to achieve with STEM to be able to offer richer learning experiences and challenge for learners within the playrooms. * All learners will have richer learning experiences within the Playrooms & outdoor areas offering challenge and skills progression in STEM supporting them make good developmental progress. * Learners will show more perseverance, resourcefulness, skills and confidence when tackling a problem or facing a new situation in their STEM learning. | * Carry out a full audit of current STEM & Digital Technology resources over both settings. * Identify current practice/knowledge & understanding of practitioners and build on areas where there are gaps. * Staff training in STEM & Digital Technologies and the implementation throughout the learning environment to provide more STEM challenge for learners across the learning environment. * Peer evaluation of playrooms over the year with a focus on STEM using the ECERS & ITERS documentation | * All Seniors * Head Teacher * Principal Teacher * Depute Head of Centre * Early Years Central Training from PL Team * Head Teacher * Principal Teacher * All Practitioners | | * Pre and Post Audits of STEM      * Evidence from ECERS (Art 20) & (Sand & Water 23) & (Nature/Science 25) * Evidence from ECERS -E (Science & Environment 10-12C) & & * Evidence from ITERS (Art 16)   &(Nature/Science 20)     * Staff feedback through professional discussion * Evidence in PLJ, Planning, Learning Walls, Playroom observations * Staff feedback through professional discussion | * By October 2023 * By October 2023 * November Inset Day 3 – STEM * November 2023   January 2024  May 2024 |
| B.   * Practitioners will be knowledgeable and skilled in assessing each child’s achievement in Digital technologies and planning appropriate next steps in learning in order to share with parents. * Learners will be offered more opportunities suited to their individual level and will have richer learning experiences offering challenge and skills progression in Digital Technologies | * Training to revise our Digital Technologies Progression Pathways and embed this in practice. * Work towards achieving the Bronze Digital Wellbeing Award. * Develop the learning environment to provide more digital technology learning opportunities within the playrooms. | * Head Teacher * Early years Lead Officer * Head Teacher * Early years Lead Officer * STEM Working party * STEM Working party * Head Teacher * Principal Teacher * Depute Head of Centre | | * Staff feedback through professional discussion * Achievement of Digital Award * Evidence from ECERS -E (Use of TV/Video/Computers 27) * Evidence from ITERS (Appropriate use of Technology 22) * Keyworker observations of significant learning in PLJ’s | * In-service days Feb 2024 – staff training * Digital Technology   Twilight training sessions Term 4   * June 2024 – skills progressions completed & implemented & resources being utilised * By November 2023 |
| C.   * A robust tracking and monitoring system will be in place to assess individual learner’s progress across the curriculum to ensure they are achieving their best outcomes. * All Practitioners will be more confident when contributing to Learning Consultations for their key groups and planning next steps for individuals leading to more pace and challenge for learners. | * Review our current tracking system ensuring all learner’s individual needs are being met and challenge and pace are the main focus for planning learning. * Review current learning consultations programme * Establish peer-moderation of Planning & PLJs across Playrooms/buildings | * Head Teacher * Principal Teacher * Depute Head of Centre * Early Years Lead Officer * Principal Teacher * Head Teacher * All staff * Principal Teacher * Depute Head of Centre | | * Robust tracking spreadsheet evidencing progress over time for all learners * Evidence of progress in PLJs * Evidence ECERS 3 (Individualized teaching and learning 29) * Evidence ECERS-E (Planning for Individual Learning Needs 13) * Feedback from Peer - moderation of Planning & PLJs across playrooms/buildings | * October 2023 * October 2023 * Twilight training sessions Term 2 |
| Ongoing Evaluation |  | | | | |

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| FOCUSED PRIORITY 3 | Develop Skills for Life and increase opportunities for Learner Participation to enhance thinking and leadership skills. | | | | |
| LINKS TO NATIONAL IMPROVEMENT FRAMEWORK:  Curriculum & Assessment  Parent/Carer Involvement and Engagement | | | **LINKS TO HGIOELC:**  **1.2, 2.2,2.3, 2.7, 3.2 & 3.3** | | |
| Expected Impact | **Strategic Actions Planned** | **Responsibilities** | | **Measure of success** | **Timescales** |
| A.   * Practitioners will value pupil voice in the learning cycle ensuring Learner’s interests are fully developed using appropriate lines of enquiry. * Practitioners will develop skills in pre-assessment discussions to fully understand what Learner’s already know and build on this appropriately ensuring pace and challenge. * Learners will be able to articulate their knowledge and what it is they are learning. * Parents/Carers will be more involved with their child’s learning and understand their role as their child’s primary educator | * Expand on the use of Learner Committees across both settings to harness the views and opinions of Learner’s. * Review current planning formats to ensure Pupil Voice is prioritised. * Develop the use of Mind mapping and Learning Walls to ensure all Practitioners are confident in this approach. * Learners are fully involved in assessment and in setting their own next steps in learning. * Parents/carers are encouraged to participate in fun shared learning experiences delivered in a variety of ways across the session. | * All Seniors * Principal Teacher * Depute Head of Centre * Head Teacher * Principal Teacher * Head Teacher * Principal Teacher * Early Years Lead Officer * Early Years Lead Officer * All Seniors | | * Improvement methodology – tracking of learner participation and progress through a number of different enquiries. * Staff professional discussions reviewing effectiveness of new planning formats.      * Learning Walls and the visible documentation of lines of enquiry – ensuring access for learners of learning across the year to allow revisiting of previous topics. * Monitoring of PLJ’s * Learner questionnaires/ involvement in target setting. * Number of parents/carers participating with shared learning experiences. * Feedback from parents/carers | * August 2023 * September 2023 Twilight Training Sessions * September 2023 Twilight Training Sessions * December 2023 * Ongoing from August 2023 |
| B.   * Practitioners will fully understand the UNCRC and the link to daily practice. * Learners will be able to apply thinking and leadership skills to further their learning and will be aware of their key rights under UNCRC. * Learners will be empowered to use their voice as active members of the community and achieve the Rights Respecting School award | * Re-visit the key principles of UNCRC with all Practitioners. * Practitioners will support Learners through play and discussion to be aware of some of their key rights under UNCRC and support Learners be able to articulate these in simple terms. * Learners will be fully involved in the four arenas of participation in all aspects of nursery life e.g. Snack routines – taking snack outdoors, more independence at mealtimes, staff recruitment, to include more child’s voice across all learning areas. * The learning environment both indoors and outdoors will be carefully evaluated to ensure that all Learners are included and supported to ensure equity for all. * Work towards achieving the Bronze Rights Respecting School award. | * Depute Head of Centre * All Seniors * All practitioners * All Practitioners * Principal Teacher Early Years Lead Officer * UNCRC Working party * Depute head of Centre | | * Staff professional discussions reviewing the UNCRC principles and how we are implementing these in our service. * Evidence in PLJ’s and Planning * Evaluation of participation across the four arenas from practitioners, families and learners. * Evidence in Beans Talkers Responsive Planning record * Learning environment evaluation and staff professional dialogue * Achievement of Bronze Rights Respecting School Award | * Jan 2024 -   Twilight training session   * Ongoing from August 2023 * Ongoing from August 2023 * Starting August 2023 |
| C.   * Practitioners will have a clear understanding of the value of enterprise opportunities for Learners. They will inspire enterprising entrepreneurial learning across the curriculum and deliver this consistently. * Learners will gain an understanding of the world of work and the role they can play in society. * Learners will progress in their knowledge and skills in financial education to gain skills for life, learning and work. | * Practitioner’s trained in supporting skills to Develop the Young Workforce and understand the value of Learner participation in enterprising opportunities. * Practitioner’s involved in the creation of a Beanstalk Enterprising Framework to ensure a clear progressive pathway for learners. * Create more enterprising opportunities within the learning environment ensuring that learner’s voice remains central to the process. * Learners will be responsible for planning and implementing real events within nursery to allow them to develop a variety of skills including an understanding of finances. | * Early Years Lead Officer * Enterprise Working party * All Seniors * All practitioners   itioners | | * Staff professional discussions about what developing the young workforce looks like in nursery. * Creation of Enterprising Framework linked to DYW skills for Beanstalk FNC to support long term planning * Evidence of enterprise activities in PLJ’s and Planning * Evidence in PLJ’s, Planning and Learning Walls * Evidence in Beans Talkers Responsive Planning record | * Jan 2024 Twilight training session * June 2024 * June 2024 |
| Ongoing Evaluation |  | | | | |