



## FERRYPORT NURSERY IMPROVEMENT PLAN – 2024-25



<b>Education Directorate Improvement Plan:</b> Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement				
<b>Focused Priority 1:</b> Support all our children to make very good progress in their learning through proactively promoting a culture of equality, diversity and inclusion. Staff confidently track and monitor learning experiences across the curriculum. Use benchmarks for all curriculum areas to measure children's progress and achievement of a level across the broad general education using a range of assessment evidence to inform professional judgements.				
<b>HGIOELC Quality Indicators:</b> 1.3 Leadership of change; 1.4 Leadership and management of practitioners; 2.1 Safeguarding and child protection; 2.4 Personalised support; 3.1 Ensuring wellbeing, equality and inclusion; 3.2 Developing creativity and skills for life and learning				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
To achieve an increase in average annual attendance from 85% by targeting support at children whose attendance is below	Review attendance procedures and protocols and ensure staff are clear in their role in supporting it.	All EYOs  SLT – create recording system [including joint placements and uptake of part week]	<b>Data:</b>  Monitor specific children's attendance over time.  Up Up and Away Self-assessments	Sept/ Nov/ Feb/ May
Staff will be consistent in their use of UNCRC language [racial literacy] and learning for sustainability <b>being me, finding and using my voice</b> ensuring that all children experience equity.	Review resources to ensure children recognise themselves in a range of texts and online materials which represent a variety of cultures, non-gender typical families/ people.  Professional learning around Racial literacy charter developed at Tayport PS.	HT  SEYOs	<b>People's Views:</b>  Staff survey  Parent/carer Surveys	



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<p>Working alongside Tayport Primary School to promote key health and wellbeing messages to families and children.</p> <p>Learning for sustainability <b>active citizens, wider connections.</b></p>	<p>Refresh the anti-bullying and positives relationship policies.</p> <p>Plan intentional promotions over anti-bullying and other HWB focus fortnights</p> <p>Ensure school calendar for HWB is aligned to nursery</p>	<p>HT SEYO</p>	<p>Quick question times planned throughout session</p> <p><b>Observations:</b></p> <p>PLJs will show progress in children's awareness and understanding of UNCRC rights.</p>	<p>Sept- detail from calendar to be added</p>
<p>EYOs will work with P1 teacher to extend their understanding of early level, in particular numeracy, also to support transitions and professional judgements ensuring that early numeracy experiences are maximised,</p> <p>Learning for sustainability <b>wider connections.</b></p>	<p>All staff use the progression pathways for all curriculum areas to ensure planned learning experiences are progressive.</p> <p>Plan for EYOs to be in P1 classroom during numeracy work and during P1 NCCT</p> <p>EYOs to share numeracy intentional promotions.</p> <p>EYOs to review P1 August Base data for identified children, making links with June ELIPS data.</p>	<p>P1 teacher SEYOs EYOs</p>	<p>PLJ monitoring Children chats</p>	<p>Over summer – EYOs to revisit progression pathways Term 1 &amp; 2</p>
<p>All staff will track children's progress across the broad general education and use assessment evidence to support professional judgements to ensure children experience their entitlement to a BGE.</p>	<p>All staff will be familiar with the reporting framework built into Progress and this will support reporting to parents/carers at key points.</p> <p>All staff will use reporting aspects of Progress to complete end of session reports to ensure all parents/carers have access to an annual written report informed by professional judgements.</p>	<p>Nursery Teacher</p>		



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<p>All staff will be confident in the use of universal strategies to nurture and support all children.</p>	<p>Practitioners will have a sound understanding of nurturing approaches, e.g. trauma informed practice and de escalation approaches and emotion works.</p> <p>Children will have safe and secure attachments with key staff.</p>	<p>SEYOs EYOs</p>		<p>Aug/ Nov/ Mar</p>
<p>Parents carers will experience regular positive examples of how nursery promotes equality, diversity and inclusion.</p> <p>Learning for sustainability <b>being me, finding and using my voice</b></p>	<p>Nursery website/blog to be created.</p> <p>Annual calendar for families on Website</p> <p>Weekly updates shared with families.</p> <p>Seesaw continue to share individual learning.</p>	<p>PT</p> <p>SEYO</p> <p>EYOs</p>		<p>Summer/ Sept/ Nov/ Feb/ May</p>
<p><b>Ongoing Evaluation</b></p>				
Empty row for ongoing evaluation content				



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<b>Education Directorate Improvement Plan:</b> Equality & Equity/Achievement/Health & Wellbeing/Attendance & Engagement				
<b>Focused Priority 2:</b> Develop a curriculum rationale for Ferryport Nursery and community which embraces our shared vision, values and aims and meets expectations around children's rights.				
<b>HGIOELC Quality Indicators:</b> 1.2 Leadership of Learning; 1.3 Leadership of change; 2.2 Curriculum; 2.5 Family learning; 2.7 Partnerships; 3.1 Ensuring wellbeing, equality and inclusion; 3.2 Developing creativity and skills for life and learning				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success	Timescales
<p>A clear curriculum rationale which supports positive outcomes for all learners will be developed. With identifiable links to learning for sustainability [<i>being me, finding and using my voice, ready to thrive, active citizens, wider connections</i>] at Ferryport Nursery.</p>	<p>Review and develop existing Curriculum rationale to make unique to Ferryport setting.</p> <p>Staff, children and parents/carers will be supported to explore their own personal values through team building activities and discussion forums.</p>	<p>All EYOs</p> <p>Parents/carers</p> <p>Learners</p> <p>Partners</p>	<p><b>Data:</b></p> <p>Planning meetings</p> <p>Evidence from Stage 2 Support Toolkit [Up Up and Away]</p>	<p>Term 1 &amp; 2</p>
	<p>Review responsive planning and intentional promotions from 2023-24 to identify key themes.</p> <p>Professional learning</p>	<p>SEYO</p> <p>Lead officers [over summer?]</p>	<p><b>People's Views:</b></p> <p>Parent/carer Surveys</p> <p>Quick question times planned throughout session</p>	
<p>Children will share what their values are and this will be reflected in the curriculum rationale.</p> <p>Learning for sustainability - <b><i>being me, finding and using my voice,</i></b></p>	<p>Building on "Up up and away" training nursery staff will use observations and quality questioning to establish what is important to children about their community and their learning.</p> <p>Staff will explore with the children through observations, play and discussions [3D mind mapping] which values play an important role in their nursery and home experience.</p>	<p>SEYO</p>	<p>Staff/parent focus Group</p> <p><b>Observations:</b></p> <p>PLJ monitoring</p>	<p>Term 1 &amp; 2</p>



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	Through peer observations staff provide feedback on evidence of creativity, imagination, problem solving, and curiosity.		Peer observation feedback	
Parent/carer's understanding of Ferryport's curriculum rationale and children's experiences and outcomes will be improved.  Learning for sustainability <b>active citizens, wider connections.</b>	A range of parent/carer events will be offered over the year [including school holidays] such as stay and play; Bookbug; PEEP sessions will link to an agreed curriculum area; Rhymetime; HT Coffee Chats; Beach Kindergarten.  Parents will be involved in reviewing their child's progress through PLJ's.	All EYOs to lead an aspect of family learning and support the link between it and curriculum rationale  HT	Ecres Scale and Leuven Scale during observations  Photographic evidence of 3D mind mapping, learning walls, outings.	Term 1 & 3
The curriculum principle of personalisation and choice is met.  Learning for sustainability <b>being me, finding and using my voice, ready to thrive, active citizens, wider connections</b>	All EYOs can evidence personalisation and choice for one child through PLJs, responsive planning, learning walls, pupil voice and observations.	All EYOs		Term 3
EYOs will use a range of evidence to respond to learners' needs/interests.  Learning for sustainability <b>being me, finding and using my voice</b>	Regular triangulation of data from a variety of sources e.g. planning, PLJs, room observations, parental feedback, baseline data.	SEYO		Ongoing
<b>Ongoing Evaluation</b>				