

Ferryport Nursery Improvement Plan 2026-27

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority 1: <i>Strengthen staff confidence and consistency in leading high-quality planning and tracking systems to ensure clear progression and improved outcomes for all children.</i>				
Quality Improvement Framework				
Leadership of Continuous Improvement – pedagogical leadership, leadership and professional learning, Planning & continuous improvement. Curriculum – Continuity and Progression in the Curriculum. Learning, teaching & assessment – Children’s learning and engagement, Interactions to support learning, planning & assessment, tracking and monitoring. Children’s Progress – Children’s progress over time.				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All practitioners confidently lead planning and tracking using consistent, well-embedded systems resulting in clear progression across learning.	Professional learning: - Fife’s new High Quality Interactions document. - Approaches to DRP - Digital progression - Fife Curriculum pathways Following professional learning, including network meetings, all practitioners to share and discuss with team.	SLT PNT All staff SEYOs	Data: - Curriculum audits - Golden Thread audits - Responsive next steps evident. - eLIPS beginning/end	Summer and ongoing
	Professional Dialogue:	SLT	Views: - Team feedback from check-ins/ PRDs/ Quality	Aug 26

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Improved quality of observations will strengthen staff understanding of children's learning, leading to more accurate identification of next steps. Tracking data will show most children making appropriate, or better, progress across the curriculum. Gaps in learning are identified earlier and targeted support is more effectively planned, leading to improved outcomes for all children.	Revisiting all practitioners' roles ensuring that there are clear remits in place for all leadership roles and regularly evaluating their impact. Communication will be further improved through established daily huddles and scheduled check-ins with SLT. Leaders of learning will share progress in a planned way.	SLT & all staff All staff All S/EYO Leaders	framework graffiti walls for Qis above & challenge questions. - Children's voice/ floor books/ focus groups - Parent surveys/ focus groups	Aug 26 Ongoing
	Nursery Approaches/ Policy Development: Further strengthen this session's approaches to daily responsive planning (DRP), intentional promotions and planning meetings alongside individual support plans. All practitioners will contribute to daily responsive planning and strengthen approaches to tracking individual progress, while further extending children's role in evaluating and leading their learning. Practitioners will evaluate tri-weekly planning to ensure it consistently supports high-quality learning and engagement. Continue to re-evaluate and carry out regular tracking audits of curriculum coverage to identify gaps to ensure a broad provision. Fife Curriculum pathways will be referred to in order to support depth and coherence in planning.	PNT Planning & assessment Leaders – ND & KC All staff All staff Planning & assessment Leaders – ND & KC All staff PNT	Direct observations: - PLJs - PLJ monitoring - Learning walls and floor books - Peer observations & feedback - Extended Learning Partnership Visit	Oct 26 Oct 26 Oct 26 Aug/ Oct/ Dec/ Feb/ Apr

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		Literacy & Numeracy Leaders – KW & LH & all staff		
	Collaboration: Morning and afternoon huddles, led by SEYO, happen daily. Tracking of curriculum coverage is within the QA calender. Visiting other settings for suggestions on creative ways to-gather pupil voice	SEYO SLT		Aug 26 Aug 26
Ongoing Evaluation				

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Education Directorate Improvement Plan:: Meeting Learner's Needs				
Focused Priority 2: Children and families will be supported to develop a stronger understanding of health and wellbeing needs, as practitioners embed consistent approaches and tools. This will lead to increased confidence in identifying, expressing and responding to needs, resulting in improved wellbeing and engagement for all children.				
Quality Improvement Framework				
Leadership of Continuous Improvement – pedagogical leadership, leadership and professional learning, Planning & continuous improvement Curriculum –Curriculum Rationale & Design, Skills for life & learning, Partnerships Children's Progress – Children's progress over time, Overall quality of children's achievements Wellbeing, inclusion & equity – Positive relationships & wellbeing, Universal supports, Identification of learning needs and assessing targeted Support, inclusion & equity				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
All practitioners consistently use agreed health and wellbeing approaches and tools, resulting in increased confidence among children and families in	Professional learning: - The Regulated Child - Think Equal Resource - Revisit SHANARRI – link to specific children's rights - Meta-skills - Digital – book creator - iPad accessibility [Call Scotland apps] Following professional learning, including network meetings, all practitioners to share and discuss with team.	PNT SLT SEYOs	Data: - Seesaw posts & engagement - Child focus sheet monitoring - Observations - Evidence of digital approaches observed during learning walks and	Summer Term 1 Ongoing

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identifying, expressing and managing needs.	Professional learning sessions will support staff confidence and consistency in using iPads effectively.		quality assurance activities.	
Improved wellbeing indicators, increased child voice within observations, and parental feedback showing greater understanding and engagement.	Professional Dialogue: Regular child focus meetings ensuring targeted support remains effective. Review child focus planning sheet effectiveness. Seesaw and Blog post will explicitly use the TRACK language and make links with children's rights. Also sharing nursery improvement work with parents via the Blog. All practitioners will be familiar with Meta-skills and links to skills for life and learning. Meta-skills language will be identified in observations.	PNT/ SEYOs All staff SLT, PNT	- All settings participate in planned online professional learning sessions. - Increased staff confidence and competence evidenced Views: - Team feedback from check-ins/ PRDs/ Quality framework graffiti walls for Qis abo& challenge questions. - Staff engagement in professional dialogue and sharing of good practice. - Children's voice/ floor books/ focus groups - Parent surveys/ focus groups	Aug 26 Aug 26 Ongoing
Tracking and monitoring data demonstrates that most children show improved emotional regulation, engagement in learning and positive relationships over time.	Nursery Approaches/ Policy Development: Signalong to be consistently reintroduced with staff, families and children. Think Equal texts and approach will be introduced to further promote the language of inclusion and equity. Develop the use of digital technology to engage parents to further promote the sharing of achievements with home alongside our commitment to UNCRC, and HWB. Align capturing children's achievements with TRACK values. Develop an emotional check-in system, link to SHANARRI.	SEYO – ND PNT & all staff All staff Community & Parental Engagement Leads – SA & OM	- Direct observations: - PLJs	Aug 26 – plan ready Inset 1 & 2 Oct 26 Oct 26 Term 2
100% of provisions will engage in professional learning opportunities created by the				

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Transforming Learning Team.	Develop outdoor spaces which support children's interests and creativity e.g. Bug hotel, Camera bird box, Hedgehog sanctuary planting & cooking.	All staff	- Environment audits - PLJ monitoring by Peers every 6 weeks? - Summary of supports - Learning walls and floor books - Peer observations & feedback - Extended Learning Partnership Visit	
Staff can capture high-quality evidence of learning and identify clear next steps in real time.	Collaboration: Staff prioritise positive relationships within the team and with families. Look outwards to explore ways to receive ongoing feedback from children on the floor. Further improve community links with organisations and local environments. Offer a range of family engagement sessions linked with HWB: Sun awareness. PEEP & Sprinkle of PEEP, Child Smile. Sun Awareness, Bookbug Increase opportunities for families to share cultural experiences.	All staff All staff Community & Parental Engagement Leads – SA & OM PNT		Ongoing Inset 3 and 4 Aug 26 – plan for year in place Aug 26
Ongoing Evaluation				