

HALBEATH NURSERY

IMPROVEMENT PLAN

SESSION 2026-2027



Education Directorate Improvement Plan: Meeting Learner's Needs				
Focused Priority 1: An inclusive approach to health and wellbeing for all, empowers children to become resilient.				
Quality Improvement Framework				
Leadership – Staff skills, knowledge, values and Deployment and leadership for continuous improvement Children are supported to achieve – Nurturing, care and support, Wellbeing, inclusion and equality and Children's Progress Children play and learn – Playing, learning and developing and learning, teaching and assessment				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
- Children are better able to regulate their emotions and respond positively to challenge and change. - Staff apply a shared understanding of health and wellbeing pathways ensuring enhanced support for children's wellbeing and resilience - Families are engaged and supported to promote children's health and wellbeing both at home and in the nursery	Embed the "kitbag program" further to ensure consistency in delivery across all staff	Gill Hislop/Sharon Young EYO's & Claire Ewing DHoC	SLT monitoring, staff evaluation of session	August 2026 onwards
	Staff development session in relating to the "Think Equal program" to build capacity in staff to support children to build confidence and self-esteem	HT, Louise Mckervail SEYO, Think Equal ambassadors	Staff confidence and feedback Pre/post staff questionnaire	November 2026 In-service Day
	Support staff to introduce "Think Equal" sessions regularly at Halbeath Nursery.	Louise Mckervail SEYO, Think Equal Ambassadors	SLT monitoring, staff evaluation of session Quality framework audit	Term 3
	Staff development session building understanding of health and wellbeing curricular pathways in both 3-5 and Early Entrance	HT & Claire Ewing DHoC	Staff confidence and feedback Pre/post staff questionnaire	Term 2
	Review the family learning program – with a focus on building capacity in health and wellbeing opportunities for families to extend their knowledge in how to support children build resilience in play and learning.	HT & all EYO's	Staff confidence and feedback Pre/post staff questionnaire Monitoring observations in PLJ's	Term 2

- All children will build resilience skills to support them to engage in play experiences alongside their parent/carer building confidence in joining their child to learn through play. - All staff are nurtured and empowered to support and build relationships with children and families	Develop digital approaches to family learning and use of social media/ websites to support access for working parents Build staff confidence in providing the “Lets’ Connect program” through staff development sessions Visit other settings and through professional dialogue build on staff’s understanding of the “Let’s Connect” program.	Claire Ewing DHoC/ EYO Lead Cara Smyth SEYO “Lets’s Connect Ambassador” Early Entrance EYO’s, Cara Smyth SEYO	Family work program offer, Attendance registers for groups, Feedback from Families Quality framework audit Staff confidence and feedback Pre/post staff questionnaire Staff confidence Feedback following visits	Term 1 August 2026 In-service day 2 August 2026 In-service day 2
	Develop staff leadership roles across the whole staff team Staff development session regarding understanding the role of an adult in building nurturing relationships through high quality interactions	HT, Claire Ewing DHoC. EYO’s HT	Staff leadership rota, feedback from staff	Term 2
	Introduction of development time with a focus on nursery practice e.g high quality interactions.	HT, Claire Ewing DHoC	Staff development floorbook / feedback from engagement with development time	Term 1 February 2027 In-service
Ongoing Evaluation				

Education Directorate Improvement Plan: Improving Learning, Teaching & Assessment				
Focused Priority 2: High-quality learning and teaching are achieved through a consistent play pedagogy applied across all spaces, experiences and interactions				
Quality Improvement Framework				
Leadership – Staff skills, knowledge, values and deployment and leadership for continuous improvement Children are supported to achieve –Wellbeing, inclusion and Children’s Progress Children thrive and develop in quality spaces – Children experience high quality spaces Children play and learn – Playing, learning and developing, Curriculum and Learning, teaching and assessment				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success <i>(Triangulation of Evidence/QI Methodology)</i>	Timescales
The curriculum rational provide clear direction and shared understanding for all, resulting in coherent and relevant learning experiences for all children.	Refresh and revisit existing Curriculum Rationale and Design with all stakeholders to ensure it reflects the current unique curriculum being delivered at Halbeath.	HT & All staff	New Curriculum Rational created, Learning partnership visit feedback, Progression in learning in PLJ’s and Planning Quality framework audit	Term 3
	Ensure Curriculum Rationale is explicit and understood by all stakeholders	HT	Feedback from families and stakeholders	Term 3
	Develop a child-friendly version that is relevant and meaningful	HT/EYO’s	Feedback from children, children – voice	Term 3
	Review core provision both indoors and outdoors in both 3-5 and Early Entrance.	All EYO’s	Audit tools - <i>High-Quality Spaces: A Core Provision</i> , Playroom observations, High Planning monitoring Playroom observation, PLJ’s, Planning	August 2026 In-service Day 2
	Introduce a pupil voice group and EYO lead to allow children’s voice to be present in change.	HT, DHoC- Claire Ewing & EYO Lead	Professional dialogue, feedback from staff	August 2026 In-service Day 2
Children’s learning across, indoor, outdoor and				

community contexts are more purposeful and progressive, supporting children to build skills for life and learning. Children experience increased ownership, engagement and motivation in their learning.	Staff moderation across own and other settings with activities with focus on playroom core provision Review current community learning e.g. local walks, Forest Kindergarden approaches and overcome any barriers to deliver this for all children.	NT, All EYO's Louise Mckervail SEYO Community Learning ambassadors	Review documentation, actions implemented Quality framework audit	Term 3
	Staff development session about interaction versus interference to further understanding of children's voice in leading their own learning	HT, DHoC- Claire Ewing & All EYO's	Staff confidence and feedback Pre/post staff questionnaire PPLJ's	Term 3
	Staff moderation activities to support within playrooms to high-quality interaction utilising a peer observations framework	HT, NT, All EYO's	Next Steps sheets, Planning, PLJ's	Term 3
	Review staff knowledge relating to digital technology through audit, discussion and self-evaluation to identify strengths and development needs.	HT, All EYO's	Next Steps sheets, Planning, PLJ's	Term 2
	Provide targeted professional development to build staff confidence in using digital tools to enhance child-led and intentional learning.	All EYO's	Audit tools- High-Quality Interactions: What, Why, and How. Staff confidence and feedback Pre/post staff questionnaire Playroom observations	November 2026 In-service Day
			Moderation activity paperwork	Term 2 after In-service
			Audit, professional discussion, action plan Quality framework audit	Term 2

- Children access a broad range of meaningful, progressive digital experiences that enhance creativity, problem-solving communication and allow them to build on their digital safety awareness. - Children experience more meaningful, personalized learning as their interests and family contributions are consistently reflected in planning, leading to increased engagement, motivation and sustained involvement in learning.	Develop and implement a digital technology policy to provide clear guidance on pedagogy, safe use and progression within early level.	HT, NT	Staff confidence and feedback Pre/post staff questionnaire	February 2027 In-service
	Develop digital learning and home offering to Engage families in how digital technologies support learning in early years and how children stay safe using digital technologies.	HT, NT	New Policy, staff engagement	Term 3
	Continue to work with all staff to utilise their knowledge of each child to ensure the curriculum offers depth, challenge and progression for all.	NT, Cara Smyth, Louise Mckervail SEYO's	Feedback from families	Term 3
	Facilitate regular professional dialogue and planning discussions to strengthen EYO's understanding of each child as an individual learner.	All EYO's	Learning conversations, PLJ.s, Planning, Next steps Quality framework audit	Term 1 Onwards
	Review and audit opportunities families have of sharing learning from home and how children's wider achievements can be celebrated in a meaningful way	HT, DHoC- Claire Ewing, All EYO's	Planning, PLJ's	Term 1 Onwards
		Cara Smyth, Louise Mckervail SEYO's	Feedback from families Feedback from staff	Term 1 Onwards

Ongoing Evaluation

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