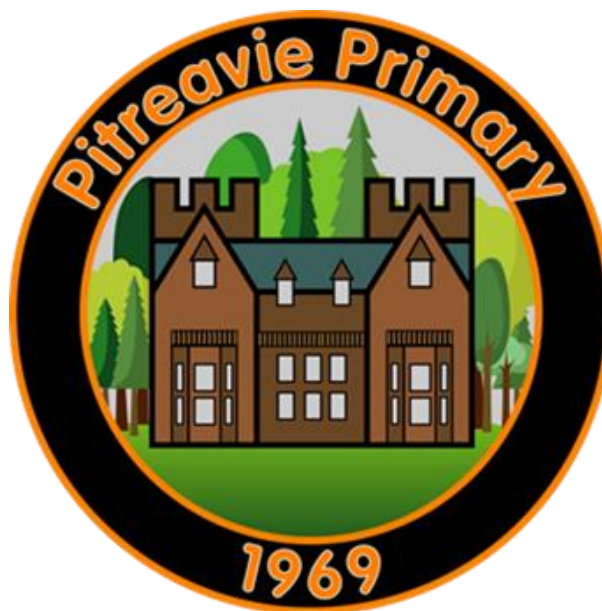




# PITREAVIE NURSERY IMPROVEMENT PLAN SESSION 2025-26



Education Directorate Improvement Plan: Equality & Equity/Health & Wellbeing				
Focused Priority: Ensure individual needs are met and all children are safe, protected from harm, cared for and able to thrive (Encompassing CI Requirement)				
Quality Framework				
<ul style="list-style-type: none"> <li>Children thrive and develop in quality spaces</li> <li>Children play and learn</li> <li>Children are supported to achieve</li> </ul>				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<ul style="list-style-type: none"> <li>All safeguarding practices and procedures are rigorously followed by all staff</li> </ul>	<ul style="list-style-type: none"> <li>August child protection update completed by all staff</li> <li>Mandatory online training completed by all staff by October</li> <li>Additional training provided by Child Protection ESO</li> <li>All children have a chronology that is regularly reviewed</li> <li>PLJS are accurate and current</li> </ul>	<ul style="list-style-type: none"> <li>SLT -Debbie Broadley/John Stewart</li> <li>ESO – Sofia McGarry</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>All required notifications are submitted to the CI</li> <li>Chronology is effectively used and supports planning which involves learners and parents</li> <li>Child and Family meetings held regularly</li> </ul>	<b>Term 1 -ongoing CI Requirement met by 7/11/25</b>
<ul style="list-style-type: none"> <li>All Staff and children encourage and embrace diversity, equity and inclusion, ensuring our nursery is a safe, caring, supportive, non-judgmental, environment for all.</li> </ul>	<ul style="list-style-type: none"> <li>Link EP to support Staff training around equity &amp; inclusion.</li> <li>Staff training on ensuring the nursery environment is safe. (SIMOA etc.)</li> <li>Identify and address barriers to participation and learning.</li> <li>Analysis of the language and terms used with children by adults.</li> </ul>	SLT – Debbie Broadley/John Stewart EP- Debbie Ure All Staff	<ul style="list-style-type: none"> <li>Staff feedback through professional discussion/dialogue</li> <li>Feedback from all stakeholders (Questionnaires etc.)</li> <li>ECERS – 3 (Promoting acceptance of diversity 26) &amp; (Promoting acceptance of diversity 28) &amp; (Provision for children with disabilities 37)</li> <li>Regularly reviewed personal planning is in place</li> </ul>	<b>Ongoing priority- Reviewed in May 26</b>

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<ul style="list-style-type: none"> <li>All staff are confident with new guidance for preparing food/snacks</li> </ul>	<ul style="list-style-type: none"> <li>Use the new “Setting the Table” Guidance to ensure nutritious snacks and meals are provided which also meet the cultural needs and preferences of all children.</li> <li>Review Pitreavie’s Food &amp; Nutrition Policy.</li> </ul>	<ul style="list-style-type: none"> <li>DHT- John Stewart</li> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>Snack/cooking/baking/menu plans in place which meet the requirements of the “Setting the Table” Guidelines and takes all stakeholders cultural needs and preferences into consideration.</li> <li>Updated Policy on Food &amp; Nutrition in place and fully implemented by all staff.</li> </ul>	<b>Feb 26</b>
<ul style="list-style-type: none"> <li>All staff are confident to deliver first aid and administer medication as per policy</li> </ul>	<ul style="list-style-type: none"> <li>Ensure compliance to First Aid and Medication Policy updated 8.9.25</li> <li>Ensure compliance to Care Inspectorate policy: Management of medication in daycare of children and childminding services July 25</li> <li>Deliver Fife Training PowerPoint – Administration of Medication Good Practice June 25</li> </ul>	<ul style="list-style-type: none"> <li>DHT- John Stewart</li> <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>All children experience high quality care and support based on relevant evidence, guidance, and best practice.’</li> </ul>	<b>Dec 25</b>

Manager and DHT ensure the Core Assurances are in place and continually reviewed	<ul style="list-style-type: none"> <li>• Undertake Core Assurance Self Evaluation using Care Inspectorate worked examples</li> <li>• Add review of Core Assurance to Quality Assurance calendar</li> </ul>	<ul style="list-style-type: none"> <li>• SLT- Debbie Broadley/John Stewart</li> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Robust evidence of core assurances are in place.</li> </ul>	<b>Initial self-evaluation in place</b> <b>Nov 25</b> <b>Ongoing review</b>
<b>Ongoing Evaluation</b>				

Education Directorate Improvement Plan: Achievement				
Focused Priority: 2. To promote and further develop children's maths and numeracy skills through their play experiences				
Quality Framework				
<ul style="list-style-type: none"> <li>Children thrive and develop in quality spaces</li> <li>Children play and learn</li> <li>Children are supported to achieve</li> </ul>				
Expected Impact	Strategic Actions Planned	Responsibilities	Measure of Success (Triangulation of Evidence/QI Methodology)	Timescales
<ul style="list-style-type: none"> <li>Children will show increased confidence in accessing numeracy and maths opportunities across the playroom</li> </ul>	<ul style="list-style-type: none"> <li>Staff training on how children develop their number and maths knowledge</li> <li>All staff to engage in maths and numeracy sessions to develop pedagogical knowledge and approach</li> <li>Use of Fife Council Quality Spaces document to ensure all areas of core provision have opportunities to develop number and maths skills</li> </ul>	<ul style="list-style-type: none"> <li>Training provided Cluster raising attainment teacher</li> <li>Numeracy Working party</li> <li>PT &amp; EYDO</li> </ul>	<ul style="list-style-type: none"> <li>Following playroom observations, staff skills in maths and numeracy education are enhanced, and they appreciate the link that broad mathematical knowledge can play in closing the equity gap.</li> <li>Playroom observations show that maths and numeracy opportunities are embedded in daily practice.</li> <li>Analysis of PLJ quality observations and tracking in addition to planning next steps for children based on this evidence.</li> </ul>	<p><b>Term 2 (Nov In-Set Day)</b></p> <p><b>March 26</b></p>

<ul style="list-style-type: none"> <li>Parents will have a greater awareness of their role as their child's first educator and how to support their child's maths and numeracy skills through their daily interactions and play.</li> </ul>	<ul style="list-style-type: none"> <li>Support parents to build on children's maths and numeracy skills through Stay and Play, Book Bug and Seesaw suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>All Staff including PNT and EYDO</li> </ul>	<ul style="list-style-type: none"> <li>Evidence collated from questionnaires and parent/carer focus groups will show that parent's/carers are more knowledgeable about the impact on the ways in which maths and numeracy skills develop.</li> <li>Through feedback, Parents are more aware of the positive benefits in their child's maths and numeracy skills in engaging in shared experiences in the home.</li> </ul>	<b>Term 3 Numeracy focus for Parent partnership</b>
<ul style="list-style-type: none"> <li>Children and parents will regularly share number stories and rhymes at home and spend quality time together improving children's skills</li> </ul>	<ul style="list-style-type: none"> <li>Establish Home Learning Links supported by stay and play sessions</li> <li>Creation of numeracy activity bags</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Working Party</li> </ul>	<ul style="list-style-type: none"> <li>Evidence collated from questionnaires and parent/carer focus groups will show that parents/carers are more knowledgeable about rhymes and songs sung at nursery and are able to support children to sing at home.</li> <li>Rigorous analysis and tracking of maths and numeracy progress</li> <li>Collection of data of how many children are receiving stories.</li> <li>Feedback on routines and parental engagement.</li> </ul>	<b>May 26</b>
<ul style="list-style-type: none"> <li>The maths and numeracy curriculum offer in all playrooms is rich allowing children to progress in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Embed and build confidence with all staff regarding maths and numeracy developmental progressions</li> <li>Staff training to develop confidence in setting up next steps in learning for all Learners</li> </ul>	<ul style="list-style-type: none"> <li>DHT</li> <li>All Staff</li> <li>Cluster raising Attainment Teacher</li> <li>Area PT</li> </ul>	<ul style="list-style-type: none"> <li>Professional dialogue &amp; discussions with SLT show that Staff are knowledgeable of the skills progression in maths and numeracy</li> <li>Staff are skilled in assessing each child's achievements in maths and numeracy and planning appropriate next steps in learning.</li> <li></li> </ul>	<b>May 26</b>

			<ul style="list-style-type: none"> <li>• Observations with the PLJs are lined to learning and to next steps</li> <li>• Staff are skilled in sharing Learners' maths and numeracy development and next steps with parents.</li> </ul>	
<b>Ongoing Evaluation</b>				
<b>Education Directorate Improvement Plan: Achievement</b>				
<b>Focused Priority: 3. Embed robust self-evaluation practices across the setting ( Encompassing CI requirement)</b>				
<b>Quality Framework</b>				
<ul style="list-style-type: none"> <li>• Leadership</li> <li>• Children thrive and develop in quality spaces</li> <li>• Children play and learn</li> <li>• Children are supported to achieve</li> </ul>				
<b>Expected Impact</b>	<b>Strategic Actions Planned</b>	<b>Responsibilities</b>	<b>Measure of Success</b> <i>(Triangulation of Evidence/QI Methodology)</i>	<b>Timescales</b>
<ul style="list-style-type: none"> <li>• Staff meetings contribute towards continuous improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Staff meetings will be regularly held in a format that supports improvement</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff identify relevant development needs</li> <li>• Feedback from stakeholders indicates demonstrable improvement</li> </ul>	<b>Processes in place by 20/2/26</b> <b>Embedded by May 26</b>



<ul style="list-style-type: none"> <li>All children will experience high quality, progressive learning opportunities across the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Provide training for all Staff in using the new Quality Framework to support self-evaluation and quality assurance procedures across all Playrooms</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>All Staff will be more confident in using the new framework to self-evaluate the playroom practice.</li> </ul>	<b>May 26</b>
<ul style="list-style-type: none"> <li>All Staff will enhance their observation and assessment skills through planned moderation activities; this will ensure all children have opportunities to make progress across all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>As part of collegiate sessions, practitioners will engage in professional dialogue on observation and assessment of the curriculum using the new Framework</li> <li>All Staff will use CfE benchmarks for all curriculum areas to engage in moderation activity of PLJs, planning and playroom core provision.</li> <li>Area PT will provide a training session on high quality observations and interactions</li> </ul>	<ul style="list-style-type: none"> <li>HT/PT</li> <li>All Staff</li> <li>Area PT</li> <li>All Staff</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Analysis of attainment and observation data in Literacy, Numeracy along with all areas of the curriculum.</li> <li>Staff will show more confidence in the use of the benchmarks.</li> <li>Through moderation activities, Staff confidence in self-evaluation will increase leading to improved outcomes for children.</li> <li>Feedback from moderation activities will inform next steps in improvement.</li> </ul>	<b>June 26</b>
<ul style="list-style-type: none"> <li>All staff will track children's progress across the curriculum and use observational evidence to support professional judgements.</li> </ul>	<ul style="list-style-type: none"> <li>All staff will use the progression pathways for identified curriculum areas to ensure planned play and learning experiences are progressive for all children.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>All Staff</li> <li>SLT</li> </ul>	<ul style="list-style-type: none"> <li>Staff's views &amp; feedback on making predictions about where children are in their learning.</li> <li>Staff's professional dialogue with SMT at Planning Meetings and Learning Consultations.</li> </ul>	<b>June 26</b>

	<ul style="list-style-type: none"> <li>Evaluate Learning Consultations and Forward Planning dialogues to ensure assessments within identified curriculum areas are linked to evidence informing professional judgements.</li> </ul>	<ul style="list-style-type: none"> <li>All Staff</li> </ul>	<ul style="list-style-type: none"> <li>Evidence from Planning Evaluations, Learning Consultations, PLJs etc.</li> <li>Observations linked to identified areas of the curriculum (QA calendar)</li> </ul>	
<ul style="list-style-type: none"> <li>New tracking &amp; monitoring tool Progress will be used effectively by all staff</li> </ul>	<ul style="list-style-type: none"> <li>All staff, in liaison with SLT, will develop their understanding of the Progress Framework for 3-5. This will be used within Learning Consultation Meetings to track progress in learning across the curriculum and record targeted interventions for individuals</li> <li>All staff will use the reporting aspect of the framework to complete end of session written reports to ensure all parents/carers have access to an annual written report which is informed by professional judgements.</li> </ul>	<ul style="list-style-type: none"> <li>SLT</li> <li>All Staff</li>   <li>All staff</li> </ul>	<ul style="list-style-type: none"> <li>Accurate information about children's progress is shared with parents on a regular basis as outlined on the Quality Assurance Monitoring calendar.</li>   <li>Written Reports for children are of a high quality and accurately reflect staff's professional judgements on progress made over time.</li> </ul>	<b>May 26</b>
<b>Ongoing Evaluation</b>				