

**St Andrews Nursery**



Session 2022 – 2023 Improvement Plan

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| **National Improvement Framework Priority:**   * ELC leadership * Practitioner professionalism * Parental engagement | | | | |
| **Focused Priority 1**: Children, families, partners and staff will develop a shared vision, values and aims for Westfield FNC and create a curriculum rationale which supports and embraces the needs and uniqueness of the Cupar community. | | | | |
| **HGIOELC Quality Indicators:**   * QI 1.3 Leadership of change * QI 1.2 Leadership of Learning * QI 2.7 Partnerships * QI 3.1 Ensuring wellbeing, equality and inclusion | | | | |
| **Links to GIRFEC: Achieving, Active, Included and Respected** | | | | |
| **Links to realising the ambition: Early Childhood curriculum and pedagogical leadership.** | | | | |
| **Action /Task**  **What will we do?** | **Strategic Actions Planned**  **What will we look for?** | **Responsibilities**  **Who will lead and be involved?** | **Timescale**  **When will we do this?** | **Measure of success** |
| **Staff will be supported to explore their own personal values through team building activities and discussion forums.**  **Staff will revisit CfE and their own understanding of the 7 key principals.** | Staff will have a shared understanding of how their personal values relate closely to their work values and how this influences their engagement with others.  Staff will have a shared understanding of CfE and the 7 principals. This will be reflected in the process of planning, tracking and assessment of children’s progress and will inform next steps. | **Nicola Clelland (HT)**  **Tricia Russell (DHoC)**  **Anna Kernahan (PT)**  **Nicola Clelland (HT)**  **Anna Kernahan (PT)** | **Term 2**  **Term 3**  **Term 2**  **Term 3** | **Staffs identification of shared or similar personal values.**  **Creation of a set of nursery values which are imbedded across the nursery community.**  **Staff will be able to discuss how the CfE will be implement to meet the specific needs of all their children and embrace the uniqueness of their community.**  **A relevant curriculum rationale will be put in place which reflects the strengths, developments and uniqueness of the community.** |
| **Staff will explore with parents the key values they feel are important in those who care and nurture their children.**  **Staff will explore with parents their developing understanding of CFE and how this is delivered through a play-based approach.** | Parents will share their own views and thinking around the importance they place on certain values and how this impacts positively on their child/children.  Parents will participate in stay and places.  Parents will be invited to participate in play based fun days during holiday periods.  Parents and families will be invited to participate in forest kindergarten.  Parents will be involved in the PEEP programme.  Parents will be involved in reviewing their child’s progress through PLJ’s and cuppa chats. | **Nicola Clelland (HT)**  **Nicola McDonough (EYO)**  **Room based staff**  **Tricia Russell (DHOC)**  **Lynne Napier and Sheena Smith (Senior Family support worker)**  **Sheena Smith/**  **Lorna Neville (SEYO)**  **All keyworkers** | **Term 1**  **Term 2**  **Term 1**  **Term 2**  **Term 3**  **Term 4** | **Parents voice will be evident in the nurseries Vision, values and aims.**  **Parents voice will be evident in the nursery’s curriculum rationale.** |
| **Evaluate with parents’ aspects of Fife councils Active Learning policy against the lived experiences of the children while participating in nursery sessions.** | Through engagement with play-based groups parents and carers will develop an understanding of the importance of play in their child’s learning journey. | **Nicola Clelland (HT)**  **Anna Kernahan (PT)**  **Sheena Smith (FW?SEYO)**  **Lynne Napier (FW/SEYO)**  **All staff** | **Term 3 and 4 - play development sessions (literacy)**  **Ongoing -Family groups**  **Termly - Stay and play sessions** | Before and after questionnaires  Parents learning wall.  Face to face discussions  Parents comment book |
| **Staff will explore with the children through observations, play and discussions which values play an important role in their nursery and home experience.**  **Through observations and quality questioning children’s voice will be sought and they will be supported to share what is important to them about their community and their learning.** | Parents comments about what their child is talking about in relation to their nursery experience when at home.  Children’s ability to relate and share their own experiences through play and through story telling.  3D mind maps – children representing the things that matter to them in nursery.  Learning walls and floor books promoting children’s voice.  High levels of sustained interest across different aspects of CfE through the provision of the core  High quality observations.  Real life learning experiences through engagement with the wider community.  Children leading their learning. | **Nicola Clelland (HT)**  **Vicky Dempsey (SEYO)**  **Kerryn Marshall (SEYO)**  **Lucy Miller (Acting SEYO)**  **Anna Kernahan (PT)**  **All room staff**  **All staff** | **Term 1**  **Term 2**  **Term 3**  **Term 3**  **Term 1**  **Term 2**  **Term 3**  **Term 4** | **Children’s voice will be evident around the nursery and within the nurseries vision, values and aims.**  **Children talking about what they have learned and applying this across the nursery.**  **Children’s voice is evident within the curriculum rationale.**  **Children will access the full subject content of CfE through play-based learning.** |
| **Ongoing Evaluation** | | | | |
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| **National Improvement Framework Priority:**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in children and young people’s health and wellbeing | | | | |
| **Focused Priority 2: Support a developing understanding of diversity, equality and equity across the nursery community which promotes opportunities for all.** | | | | |
| **HGIOELC Quality Indicators:**   * QI 1.3 Leadership of change * QI 1.4 Management of resources to promote equity * QI 2.1 Safeguarding and child protection * QI 2.4 Personalised support * QI 3.1 Ensuring wellbeing, equality and inclusion | | | | |
| **Links to GIRFEC: Healthy, Active,** | | | | |
| **Links to realising the ambition: What I need to grow and develop.** | | | | |
| Action/Task  What will we do? | Expected Impact  What will we look for? | Responsibilities  Who will lead and be involved? | Timescale  When will we do this? | Measures of success  Evidence of success? |
| **Staff will have a growing understanding of how trauma impacts on the physical, emotional, social and physical development of a child.** | Staff will be able to view the child holistically and be aware of how trauma can present itself in different ways.  Staff will consider the effects of trauma on the whole family and allow this to help inform next steps and how we work with partners. | Nicola Clelland (HT) | Term 1 – The promise/ developmental trauma | Quality assurance monitoring of staff.  Parental feedback from reviews and post review questionnaires. |
| **Staff will be confident in the use of universal strategies to nurture and support all children.** | Practitioners will have a sound understanding of nurturing approaches, e.g. trauma informed practice and de escalation approaches and emotion works.  Children will have safe and secure attachments with key staff. | SLT  Britney McVicar EYO | Term 2 – Trauma training  Term 3 – introduce emotion works | Quality assurance monitoring of all staff  Parental feedback (PLJ chats, individual plans) |
| **Staff will be confident in selecting resources which promote a culture of diversity, equality and equity. (link this to fife’s diversity policy)** | Book review and restocking of the nursery library.  Cluster wide book list for promoting diversity.  Gender bias audit of books Explore fife’s Gender Equality policy. | All staff | Ongoing | Happy, safe, secure and connect children.  Children relating to images and text within books. |
| **Staff will have a developing understanding of their personal values and their conscious and unconscious gender bias.** | Practitioners will use realising the ambition as a tool for self -reflection.  Explore fife’s Gender Equality policy. | Nicola Clelland (HT) | Term1, 3 and 4 | Staff questionnaire  Staff discussion  Quality assurance monitoring of staff |
|  | Parents and carers will have strong and trusting relationships with key workers. | All staff | Ongoing | Parent/keyworker daily chats  PLJ chats  Parental feedback |
| **Staff will have a good knowledge of targeted approaches to provide individualised support to meet the needs of individual children.** | Staff will work in partnership with families and partners to develop and implement a personalised support plan or child’s plan which best meets the child’s needs.  Measurable SMART targets will be developed and reviewed regularly, ensuring continued progression and identification of next steps. | Key workers  SLT | Ongoing | Children’s updated and relevant plans.  Review of targets and their impact.  Feedback from parents/carers.  Feedback from partners. |
| **Family worker will have a working knowledge of other agencies to allow them to signpost parents and carers to the appropriate resources.** | Staff will investigate and update groups and services leaflet within Cupar and East Neuk. | Lynne Napier and Sheena Smith (senior Family Support worker) | Term 1 | All referrals to the Early Entrants panel will receive a copy of the groups and services leaflet whether successful or not. |
| **Universal support for families through a programme of weekly groups.** | Staff will carry out a questionnaire with families around the type of universal groups which they wish to attend.  Copies will be distributed to HV and local primary schools. | Lynne Napier and Sheena Smith (senior Family Support worker) | Ongoing | Pre and post questionnaires |
| **Targeted family support** | Staff will refer families to the family support worker if it is felt that the family would benefit from targeted support. | Lynne Napier and Sheena Smith (senior Family Support worker | Ongoing | Pre and post questionnaires  Impact statements  Discussions. |
| **Ongoing Evaluation** | | | | |
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| **National Improvement Framework Priority:**   * Practitioner professionalism * Assessment of children’s progress * Improvement in attainment, particularly in literacy and numeracy | | | | |
| **Focused Priority 3: Learners will experience high quality play pedagogy with an enhanced focus on children’s listening and talking skills around spoken and written text.** | | | | |
| **HGIOELC Quality Indicators:**   * QI 2.2 Curriculum * QI 2.3 Learning, teaching and assessment * QI 3.2 Securing children’s progress | | | | |
| **Links to GIRFEC: Healthy, Achieving, Active, Respected and Included** | | | | |
| **Link to realising the ambition: Putting Pedagogy into Practice** | | | | |
| **Action/Task** | **Expected Impact**  **What will it look like?** | **Responsibilities**  **Who will lead and be involved** | **Timescale**  ***When will we do this?*** | **Measures of success** |
| **We will engage with realising the ambition – Early childhood curriculum and pedagogical leadership**  **Staff will be involved in quality assurance activities. Ensuring high quality play-based learning is available to all.**  **Staff will review Fife councils Active Learning policy against the lived experiences of the children while participating in nursery sessions.** | Staff will have a shared understanding and place high value on developing a learning environment which promotes quality interactions, interesting spaces and presents experiences within meaningful contexts. | Anna Kernahan (PT)  Nicola Clelland (HT)  Vicky Dempsey (SEYO)  Kerryn Marshall (SEYO) |  | Staff will display a sound knowledge of their role and know how they promote learning of the highest quality.  Quality questioning will be observed across the nursery.  They playroom will promote high levels of curiosity and creativity.  Displays and floor books will promote discussion and deeper thinking.  Core provision audits will inform developments and impact of change.  Impact will be evidenced within planning and inform next steps.  Tracking of children’s listening and talking progress will be evident in children’s PLJ’s. |
|  | Staff will be able to provide learning experiences across the nursery community which promotes the child’s engagement and developing understanding of the skills of communication and socialisation. | Anna Kernahan (PT)  Vicky Dempsey (SEYO)  Kerryn Marshall(SEYO)  Sheena Smith (Family worker/SEYO)  Lynne Napier (Family worker SEYO) | PLJ quality assurance/monitoring termly.  Planning meetings fortnightly.  Termly Literacy Audit | The physical environment will be rich in literacy opportunities which promote ongoing progress around development of listening and talking skills.  There will be evidence of high-quality talking and listening observations within PLJ’s, responsive and intentional planning.  SEYO’s will be confidently involved in quality assurance activities, ensuring consistency of approach and addressing gaps in a timely and effective manner. |
|  | Children will be fully engaged and making appropriately paced progress. | Anna Kernahan (PT)  Sue Neville (SEYO)  Su Davies (SEYO)  Wendy Lennie (SEYO)  Lynne Nicol (SEYO) | Ongoing | Learners will be able to discuss their learning around their talking and listening skills and transition this knowledge and skills across different areas within the nursery environment. |
| **We will share a variety of learning opportunities to involve families in their child’s literacy learning.** | Our families will have a growing knowledge of early listening and talking skills – what it is and how they could support their child’s learning at home and in the community.   * Focus child targets will be shared with parent during progress chats. * Stay and play sessions with a focus on listening and talking skills/activities. * Parent literacy development sessions. * PEEP (Literacy focus) * Language of learning and listening and talking family activities on seesaw. | SLT  SEYO’s  EYO’s | Fortnightly  Termly  Term 4  Term 3 and 4  Ongoing | Parent feedback questionnaires and parent chat records  Level of engagement monitored through see saw app data  Group evaluation and analysis of data. |
| **Ongoing Evaluation** | | | | |
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