

Early Years – Improvement Planning Document

Establishment Name: Blairmore Nursery School

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Signatures:

Head of Establishment	Marie Crawford	Date	23.06.21
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Quality Improvement Officer	Linda Wilkie	Date	
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OUR VISION

To be part of a learning community ensuring that all children have access to their own personalised Curriculum for Excellence and for their families to be true partners in their child's education.

OUR AIMS

- To provide an exciting, stimulating learning environment, making full use of the natural environment around us where children feel happy and secure and learning is fun.
- To ensure that all children are given the opportunity to reach their potential by providing high quality staff interaction and support.
- To work closely with parents, partner agencies and the local community to inspire a love of lifelong learning in our children and families.
- To use resources imaginatively to develop the nursery as a resource for parents and the local community, promoting a sense of belonging and engagement in positive learning experiences, by allowing every family to access and engage in education and support.
- To use the finances available to ensure that all resources are of a very high standard. High quality staff training will further enhance the quality of learning and teaching.
- To regularly consult with children, parents and partner agencies to monitor and evaluate the work of the nursery to ensure that we continually achieve the high standards we set for ourselves.

3 Year Overview of Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2019-2020

Session 2020-2021

Session 2021-2022

Overview of rolling three year plan

	Session 2019/20	Session 2020/21 (COVID RECOVERY)	Session 2021/22
Improvements in attainment, particularly in literacy and numeracy	Visible learning Transitions (cluster) Early level literacy and numeracy	The curriculum during the recovery period will take cognisance of children's wellbeing with a strong focus on other curricular areas	Continuing the development of Enabling environments Review processes for horizontal transitions
Closing the attainment gap between the most and least disadvantaged children	Visible learning Transitions (cluster) - Early level literacy and numeracy	Supporting children through home learning and remote learning during Covid lockdown using a variety of approaches.	Review paperwork for tracking literacy and numeracy Revisit SEAL Further development of use of Leuven scales
Improvement in children and young people's health and wellbeing	Transitions (cluster)	Supporting children during times of change or trauma, ensuring they feel safe in the nursery environment	Rebound Therapy Review and extend PAtHs programme
Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)	Developing Inverclyde's Young workforce	Access to digital technology supporting learning across the curriculum	Digital Technology Introduction of Spanish

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Performance information Performance information	HGIOELC? 1.2 Leadership of learning 2.2 Curriculum 3.2 Securing Children's progress 2.6 Transitions	RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Children will make very good progress across all areas of the curriculum supported by a staff team who effectively support their holistic development • Key points of transition will be seamless ensuring that children's wellbeing and learning needs are met.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Continue the development of our enabling environment (subject to Covid restraints) to ensure our playrooms, space and environment effectively meet the needs of all children	Aug 21 – June 22	All staff	Staff will continue to make reference to Realising the Ambition, Planning in the Moment and Froebelian principles as we move forwards,
Further develop staff's skills in recording observations, teaching moments and outcomes	Weekly check-ins of completed learning journeys	All staff	Peer assessment

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To review paperwork at key points of transition – starting nursery and moving between rooms to ensure a seamless transition and continuity	September 2021 January 2021	Staff working group Parental feedback/ focus group – Family Support Worker	Review key documentation including Realising the Ambition. Collation of parental responses
To produce a child friendly handbook that can be given to children as they start nursery to ensure they settle well with an understanding of the setting	By January 2022	Staff working group Children’s Voice group	Time allocated for staff to work together to produce resource

Evidence of Impact

- The pedagogy of the nursery will be evident through the organisation of the playroom, allocation of resources and interactions of staff and children.
- Children will be well supported at key transition points and staff will have high quality information to ensure each child’s wellbeing and learning is well supported.

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver Assessment of children's progress Performance information School Improvement	HGIOELC? 1.2 Leadership of learning 2.2 Curriculum 2.4 Personalised support 2.3 Learning, teaching and assessment	RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Effective systems will be in place to ensure children are identified quickly when requiring additional support in development of literacy and/or numeracy skills • Staff skills in providing a progressive skills (SEAL) based approach in teaching numeracy will ensure that all children have firm foundations in their development of numeracy skills • Children who require support in their wellbeing or their engagement in learning will be effectively supported

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To review and update systems for tracking children's learning in literacy and numeracy	Ongoing from August 2021	SLT EYG PT	Time allocated to review current processes. Use of benchmarks/ progression pathways
To review SEAL progression pathways and playroom prompts with all staff	Aug 2021 onwards	Attainment Challenge colleagues	Time allocated at in-service/staff meetings

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
		All staff	
To further develop staff skills in observation using the Leuven scales of wellbeing and involvement to ensure that children’s needs are effectively monitored and supported.	TBA during session 2021-22	All staff	Staff training with Deirdre Grogan (University of Strathclyde)

Evidence of Impact
<ul style="list-style-type: none"> • Data will ensure that support and challenge in literacy and numeracy is effectively distributed and children are making appropriate progress • Children’s wellbeing and engagement will be regularly monitored to ensure their needs are effectively met

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Assessment of children's progress Teacher professionalism Performance information	HGIOELC? 3.2 Securing Children's progress 1.5 Management of resources to promote equity 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Children who access Rebound Therapy will develop skills in co-ordination, motor development and communication • Children will be able to express their feelings confidently through communication and action

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To implement the Rebound Therapy Training Programme	Training in August 2021. 2 in-service days Programme will start following staff accreditation	Rebound therapy training for 5 members of staff.	Training has been organised for August 2021. The costs will be shared with All Saints Primary and Hillend Children's Centre. A rebound therapy trampoline will be purchased.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
To further develop the PAThS programme to develop children's ability to understand and reflect on their emotions	From August 2021	Training schedule to be agreed with Barnardos	2 members of the staff team will work alongside a colleague from Barnardo's to review further develop our current PAThS programme. Additional resources will be provided by Barnardo's

Evidence of Impact

- Data will be gathered to track the development of skills of children who are participating in Rebound Therapy
- Data will demonstrate children's progress in their ability to develop social and emotional learning skills which will enable them to make positive choices throughout life.

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)		
NIF Driver Assessment of children's progress Teacher professionalism School leadership	HGIOELC? 2.2 Curriculum 2.3 Learning, teaching and assessment 1.2 Leadership of learning	RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Children will use digital resources effectively to support their learning • A digital learning policy for the establishment will ensure consistency across the staff team and ensure effective Curriculum delivery • Parents will have appropriate knowledge to support their child at home when using digital devices.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Introduce new digital resources to develop coding skills at group times and monitor their use and impact on learning	Sept 2021 – June 2022	2 Digital Champions EYG	Resources to be used include Coding Penguins, Codapillar, Botley the Robot and Cubetto. Two Digital Champions will take this initiative forward and share good practice with staff team.
1.2 Identified group of children will be tracked in their use of digital technologies and	October 2021 – December 2021	Digital Champions EYG	Recording format will be developed to track development of skills across technologies outcomes.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
development of mathematical language will be recorded			
Produce a policy for use of digital technology within play pedagogy including internet safety	January – June 2022	Digital Champions EYG/ SLT All staff	Digital Champions will lead on gathering information to be included in policy. All staff will contribute
Parent workshop/ leaflet on the use of digital technology and keeping children safe online will be held either in person or remotely	March-May 2022	Digital Champions FSW	
Cluster EY priority - Introduce Spanish to pre-school children as part of 1 plus 2 modern languages programme using a set of activities developed by EYG across the Cluster	Planning – Sept-December Programme begins January 2022	4 EYGs across the Cluster Supported by one member of staff with Spanish qualification	Time allocated monthly for EYGs to meet and plan activity resources packs Resources have previously been purchased following £500 download for 1 plus 2
All staff will develop skills in supporting children to participate in woodwork using online woodwork course that has been purchased from STEM grant	On-going throughout the session	Peter Moorhouse – online woodwork training	Individual log-ins will be allocated to staff to allow them to access the modules leading to woodwork certification

Evidence of Impact

- Children will use digital technology effectively and learning will be tracked across technologies Es and Os.

- Mathematical language will be consolidated within the identified group of children and progress recorded
- Digital learning policy will reflect the child-centred approach to learning across the nursery
- Parents will be confident that their children will be safe online