Education – Improvement Planning Document 2023-24

Establishment Name: Newark Nursery School

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Signatures:

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| Head of Establishment | **Hazel Mitchell** | Date | 28.6.23 redrafted 6.10.23 |

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| Quality Improvement Officer |  | Date |  |

Our Vision, Values and Aims

In Newark Nursery School, our vision, values and aims ensure that our Nursery School gets it right for every child and family and that we continue to keep ourselves updated with current research about children’s learning and development through play so as our practice is evidence based. We place the Human Rights and needs of every child at the centre of education and this thread permeates our practice and we are a UNCRC GOLD Award Winning Nursery.

**“To encourage the development of the personality, talents and mental and physical abilities of the young person to their fullest potential”**

**(Standards in Scotland’s School etc Act 2000)**

**“All children and young people should become successful learners, confident individuals, responsible citizens and effective contributors.”**

**(A Curriculum For Excellence)**

**“All children and young people have the right to be safe, healthy, achieving, nurtured, active, respected, responsible and included”**

**(Getting It Right For Every Child – Well Being Indicators)**

**“Research has shown that children’s life chances, particularly those from disadvantaged backgrounds, can benefit socially, emotionally cognitively by accessing world class early years education. The golden thread that links provision, opportunity and potential is quality.”**

**(Realising the Ambition: Being Me)**

In delivering the above throughout all the experiences children will have in Newark Nursery School, it is our values that underpin who we are and how we are with each other in our everyday lives – they are so essential.

**We endeavour to ……….**

* make sure the children have fun when they are learning and be enthusiastic
* always be understanding
* respect everyone we deal with
* create a safe and happy environment
* be professional at all times
* be a supportive team member \* respect confidentiality at all times

3 Year Overview of Establishment 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 and we will ensure our practice reflects the anti racist priority of our Education Service Plan.

Session 2022-2023

Session 2023-2024

Session 2024-2025

Overview of rolling three year plan

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|  | **Session 2022 - 2023** | **Session 2023 - 2024** | **Session 2024 - 2025** |
| Improvements in attainment, particularly in literacy and numeracy | Recording achievements using E Journals and tracking progress. Reflecting on our pedagogy and children’s engagement during play.  Improving children’s talking and listening skills will impact on their success at early level with their literacy skills and we will offer experiences for children to take part in ABC Music and Book Bug Sessions. | Increasing use of our E journals to track children’s skills will help inform planning for their next steps in learning and maximise parental involvement. Journals will be forwarded on to Newark primary 1 teachers ensuring knowledge of children’s skills at early level across the whole curriculum.  By continuing to have a focus on children’s talking and listening skills, we can assess children’s skills using the ‘I can’ pack and target support to ensure progress. Evidence from our Monitoring and Evaluating work will identify children’s successes.  \*maintenance:  Leuven’s  SEAL strategies  ABC Music  Book Bug / Story Grammar | Every aspect of our children’s learning will be recorded on our E journals with an expectation all primary schools have access to the E journals and children’s attainment at early level.  In our Nursery, we will be confident having used the ‘I can’ pack to support children’s learning, all staff will be able to reflect on their own professional skills and our environment to ensure children make progress with their speech and language development. |
| Closing the attainment gap between the most and least disadvantaged children | Tracking attendance of SIMD 1 & 2 chn and planning intervention. Targeting support for literacy and numeracy.  Working with parents to encourage engagement with their child through our gifts of learning packs will develop learning.  Targeting support for literacy and numeracy. | Tracking attendance of SIMD 1 & 2 children and planning interventions will ensure a very good attendance and we know the story of why a child is absent and identify any patterns that may present to us. We will work hard to be pro active about any absence and late coming.  By continuing to use our learning packs, which will be linked to our SIP priorities, parents engagement with their children will further develop talking and listening skills. By encouraging our parents to take part in the Port-Glasgow Thrive Under Five Project this will increase opportunities to improve the whole family’s health and well being.  By using our assessment information from tracking children’s progress, we can offer support for individuals. Children can be identified at staff meetings.  \*maintenance  Robust monitoring of attendance  2 learning packs each year  Targeted support for individuals  Regularly track / update our data for children and the pathway they are on (U, EU, C, EC) | Where we have identified any pattern for non attendance, we will liaise with primary schools and ask for them to share their attendance data with us to see if a pattern has been noticed in primary 1 which we predicted.  Our aspiration is for parents to be confident engaging with their children’s learning and recognising learning opportunities which present themselves all around us. When taking part in our Thrive Under Five Project barriers will be removed which will allow parents to be involved working collaboratively with others and develop a very good sense of wellbeing.  Staff in being knowledgeable about children’s learning and development will continue to identify where targeted support is required for children to ensure they are reaching their potential through their play experiences at early level and have the best start for primary 1. |
| Improvement in children and young people's health and wellbeing | Embedding LA’s HWB strategy.  Children know their body belongs to them.  Providing a safe environment. | Ensuring there is a consistency across our Local Authority using GIRFEC, we will implement the Single Agency Assessment and Planning Materials which will identify children’s needs and plan for improved outcomes in collaboration with parents and colleagues in other agencies.  Through further developing our knowledge of Trauma Informed Practice we will be upskilled supporting our children to self regulate and share information with parents on the window of tolerance and crisis curve. As a staff, we will provide the best play environment we can to support children – inside, outside or in our ‘bubble’ room.  \*maintenance  Cultural experiences for our children within our local community (Bus, Newark Care Home)  Pants rule, gym programme, disco dough  Listening to children’s views | All staff will be confident in using the new assessment information and will ensure that a high standard of paperwork is available for the ASG and ASNMF ensuring our young children get the right support at the right time.  All staff will have participated in TIP training and our practice in supporting our young children and providing appropriate play environments will be evident in our planning. It is our LA’s aspiration for the whole work force to be Trauma Informed alongside our colleagues in health, social work police and third sector. |
| Placing the human rights and needs of every child and young person at the centre of education. | Continue to be a GOLD UNCRC Award Winning Nursery and for every child to reach his / her potential and to be listened to and share our Charter with our community. | In placing the human rights and needs of every child and young person at the centre of education, we will ensure that our curriculum is inclusive of everyone with a particular focus on racial literacy. We will update our charter this year and seek the views of our parents on their thoughts on Children’s rights. | Within our diverse community we will be welcoming of our new scots families and continue to ensure every child reaches his / her potential at Newark Nursery School and Primary School. We will actively engage with all of our stakeholders to revisit our vision, values and aims. |

*Stakeholder’s views*

How were stakeholders views collected?

* Professional Dialogue at staff meetings.
* Self Evaluation using the QIs from both HMIe and Care Inspectorate.
* Observations of staff.
* Discussions at staff monthly evaluation meetings.
* Collaborative working with our colleagues in education, health, social work, Barnardo’s.
* Parental Questionnaires / responses from children’s PLPs.
* Parental feedback on twitter and E Journals.
* Children’s questionnaires, floor books, being me books, nurture me toolkit, list of needs and wants to update our Children’s Charter.
* Parental views on children’s rights.
* Peer Review in February 2023
* Discussions with primary 1 staff in Newark Primary School
* Meetings with Head Teacher at Newark Primary School
* Collaboration with colleagues – health, social work, ICOS

Plan –Session 2023-2024

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| **Priority 1**  Improvements in attainment, particularly in literacy and numeracy  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**    Assessment of children's progress  Performance information | HGIOS/ELC QIs  2.3 Learning, teaching and assessment  2.6 Transitions  2.7 Partnerships | **UNCRC**  Article 28: (Right to education):  Article 31 (Leisure, play and culture): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| * On continuing our journey recording children’s learning on our E journals, where there has been excellent feedback and interaction from parents, we will now record where children are at within 5 weeks of starting Nursery for health and wellbeing, literacy and numeracy. In recording this baseline, we can set targets sooner by October for our children. * Whilst continuing to have a targeted approach to develop children’s listening and talking skills, we will use the ‘I CAN’ speech and language resource to assess children’s skills and use the data to plan interventions and track their progress and we will share this with our parents. We will start by working with a small number of children and their parents. * We know from professional dialogue with our colleagues in primary 1 in Newark that our children who are just finishing primary 1 are on target for their number skills, talking and listening skills, reading and writing. We will extend our professional dialogue with colleagues in St Michael’s and St Francis Primaries. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| All children’s learning will be recorded in the one place and available for parents to see their next steps and support their learning each week. We expect to see all parents engaging with the e journals and supporting children’s next steps and having a better understanding of the curriculum at early level.  Children’s listening and talking skills will be recorded on the proforma included in the ‘I CAN’ pack in term one. All targeted children will make progress which will be evidenced in the proforma. Parents understanding of listening and talking skills will have improved and we can seek their views via a questionnaire.  From our data where we record children’s pathway – universal, enhanced universal, collaborative, enhanced collaborative – the number of children requiring support will be reduced by June 2024. | |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | |
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| Staff recording all children’s learning and tracking on E journals | From September 2023 onwards |  | All staff, parents and children. Staff will be more informed of parents views and children’s achievements at home. | HT and Acting Senior EYECO to support staff in recording children’s tracking data and will continue to monitor E journals. Staff will record where children are at as a baseline when they have been in Nursery for 5 weeks. | |
| Staff will have training delivered by the LA on the ‘I CAN’ Pack and use the assessment proforma to record children’s learning and plan for their next steps for talking and listening. | From October 2023 onwards |  | Training delivered by Yvonne, QIO for Early Years and partners in Speech and Language Therapy. | All staff to take part in training and using this toolkit. We will upskill new staff on supporting children’s language and communication skills in our Nursery environment.  Through our monitoring and evaluating work, we can track and identify children’s success.  Target one group to work with children and parents | |
| **Measure of Impact: What we will see and where?** | | | | | |
| * Children’s learning recorded on E journals and comments from all parents will demonstrate a very high level of engagement with learning and working together to ensure they are on target at the early level when transferring to primary school. * All targeted children’s listening and talking skills will show progression as will be demonstrated in the ‘I CAN’ tracker. Questionnaires from parents before and after the intervention will demonstrate more knowledge of children’s listening and skills. * Our data identifying children’s pathways will be reduced from October 2023 to June 2024 demonstrating less children on the Enhanced Universal pathway. | | | | | |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**    Parental engagement  Performance information | HGIOS/ELC QIs  2.4 Personalised support  2.5 Family learning  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 3 (Best interests of the child):  Article 28: (Right to education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
|  | We have a robust system in place to track all children’s attendance which could be improved and action points are identified for families. This year we will track children’s timekeeping so as to ensure their learning time is maximised.  We know that children do not come to us as ‘silos’ and that we work together with their families. By encouraging our families to be part of our Thrive Under Five Community Group, it will allow for them to engage in a variety of experiences – cooking, being fit, meeting up with other likeminded families, having access to professionals who can support them – health, education, financial education.  . We will dovetail the children’s enterprising skills to include a topic about ‘money’ (financial education) and provide them with the opportunity to open a bank account with the credit union. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | |
| * The HT and Senior will monitor attendance, daily and monthly and support parents collaboratively to ensure a very good attendance so that children are able to reach their potential. We will better inform parents about benefits of children having his / her full 6hr session and being on time. * Parents who are involved in our Thrive Under Five Project can share their views about how their whole family’s HWB has improved. * Staff will be more informed about sign posting parents to support having better outcomes for them and their children. * Parents will be better informed about their own fnances and maximise support from the Financial Fitness Team as well as sharing the learning with our ‘money’ topic | | |

| **Tasks to achieve priority** | | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | |
| --- | --- | --- | --- | --- | --- | --- |
| Monitoring children’s attendance and ensuring a very good attendance and time keeping. | | From 18th August 2023 |  | HT, Acting Senior, Secretary, Parents | All parents receive a copy of the Local Authority Attendance Policy at enrolment. | |
| Parental engagement in Thrive Under Five Project | | September 2023 onwards |  | Acting Senior, liaising with Kath Tearne from Health, Nutritionist, Chef, Financial Fitness Team and Morton, linking with staff and parents at Rainbow Family Centre, | Sessions for parents re cooking classes, information sessions on nutrition and finances, weaning classes, joint ‘fit’ sessions with their children led by Morton. | |
| Each group in Nursery to come up with an enterprising idea that they can follow through with and make some money – doesn’t need to be very much and we are mindful of the cost of the school day. Dovetail this with a ‘money’ topic. | June 2024, term 3. | | Staff and children  Parents | | HT to requisition resources required by staff and children. Children can showcase their enterprising ideas. Staff will encourage children to see themselves as workers and being responsible. Awareness of interdisciplinary learning. Link with Financial Fitness Team for money advice for parents, link with credit union for children / parents to open up an account. Bank of ‘money’ resources already available in store – ‘big’ money / games / etc |

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| **Measure of Impact: What we will see and where?** |
| * Data from seemis shows attendance as a percentage and we will track every child’s attendance. Currently, 45% of our children are SIMD 1 + 2 + 3 and 55% SIMD 4 – 18. We know that in May 2023, 63% of our children had an attendance of 90 – 100%. We will aspire for children to have an attendance of 90% and more. * There will be a reduction in the number of children being late and this can be tracked on Seemis whilst we will also have more face to face engagement with parents at the beginning of the day. * We can measure the uptake of parents asking for advice and we can ask if this has been helpful – financial fitness, cooking, benefits. * Our children will have the opportunity to open a bank account and have an awareness of the world of work * We can ‘check in’ with parents 3 months after cooking sessions to see if they are still using the recipes from Stephen the cook and if their longer term cooking habits have changed. Every parent will have an improved understanding of nutrition. |

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| **Priority 3** Improvement in children and young people's health and wellbeing  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**    Teacher professionalism  School Improvement | HGIOS/ELC QIs  1.2 Leadership of learning  2.2 Curriculum  3.2 Securing Children's Progress | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| As a staff, we are very clear that very good relationships permeate every aspect of Nursery life. We will continue our journey of being a Trauma Informed Staff and staff will be better able to engage with parents and children who have experienced trauma.  We will now ensure we use the LA single agency planning and assessment guidelines allowing us to enable every child to reach his / her potential and develop their four capacities. This new policy will ensure all agencies work together and have clearer outcomes for identified children and children will be expected to meet their outcomes.  Currenlty, 12.5% of our children are supported for health reasons, language and communication or SEBD. 3% of our children have EAL and 1% Care Experienced Young Person. |
| **Expected outcomes for learners** | |
| Staff will have an increased confidence in Trauma Informed Practice and we will know this through the professional dialogue we will have at our staff meetings and In service days. Our playroom environment and staff interactions will demonstrate that our staff put theory into practice and our children will be safe, nurtured and able to self regulate their behaviour.  By monitoring our data of children who are on an enhanced universal pathway we expect the support needed to be reduced by term 3 of his / her preschool year by 75%. All children with a Single Agency Plan will meet their targets that have been identified and we can find the evidence in our tracking. | |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | |
| --- | --- | --- | --- | --- | --- |
| To use the LA single agency assessment and planning tool to identify unmet needs and in answering the 5 key questions, formulate a plan that will improve outcomes for our children | October 2023 |  | Link Ed Psychologist, Karen MacPherson | HT to use new guidance at collaborative meetings for our children who require support to achieve their potential. | |
| Upskill staff in Trauma Informed Practice | October 2023 onwards |  | Katherine McPherson, lead, Ed Psychologist and Trauma Lead for Education.  online module 2 TIP | All Staff  HT to complete extra modules | |
| **Measure of Impact: What we will see and where?** | | | | | |
| * All planning and collaborative meetings will reflect the new guidance for our children where clear goals will be set for them to achieve and experience success. All staff will have a better understanding of the LA single agency plan and parents will ‘sign off’ plans and be better informed of their children’s next steps and goals. * Staff will be better informed about causes / buffers for trauma and have completed level 1 and 2 of Trauma Training as identified by Karen, our Link Educational Psychologist. * The Head Teacher and Acting Senior EYECO will have completed the 4 Trauma Modules delivered by TURAS / NES online. | | | | | |

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| **Priority 4 : Placing the human rights and needs of every child and young person at the centre of education** | | |
| **NIF Driver**  School leadership  Teacher professionalism  School Improvement | HGIOS QIs  1.2 Leadership of learning  2.2 Curriculum  2.7 Partnerships  3.1 Ensuring wellbeing, equality and inclusion | **Other Drivers**  **RRS**  Article 2 (Non-discrimination):  Article 31 (Leisure, play and culture): |

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| **Rationale for change based self- evaluation including data and stakeholder views pupil** |
| Our Nursery Peer Review in February 2023 identified as a next step that we should further develop our curricular links with Newark Primary, in particular racial literacy. Whilst we do not see racial incidents in the Nursery, there is an increase in the diversity of our local community and as a proactive measure we want to make sure our new scots families feel welcome so we will ensure we have a racial literate curriculum that our children can experience. We are keen to ensure that we are aware and welcome the different cultures our new families have. For this reason, we will engage in developing our knowledge of racial literacy, review our resources for our playroom and take part in a shared topic with primary 1. With being a GOLD UNCRC Award Winning Nursery, we will continue to aspire for every child to reach his / her potential and to be listened to and to uphold their rights and live a life that is free from discrimination. |

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| **Expected outcomes for learners** |
| * Our children will experience a curriculum which is diverse and reflects other cultures – resources / books / songs / foods – and this will be evident in our planning and evaluation of children’s learning. Evidence will be on our twitter and E journals and all children will have an increased knowledge of other cultures. * All children will have experiences planned around a book topic ‘ HANDA’S SURPRISE’ which will allow them to experience another culture. This topic will be planned with our colleagues in primary 1 too. Primary 1 teachers have told us that because our pre school children take part in story grammar, they experience success with their ‘TALK FOR WRITING’ by Pie Corbet in primary 1 – they demonstrate a very good knowledge of structuring stories. Handa’s Surprise is one of the talk for writing stories which will also further develop children’s reading skills. |

| **Tasks to achieve priority** | **Timescale** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Staff development on Building Racial Literacy | September 2023 | Training delivered by award winning Katie D’Souza in Newark Primary School | All Nursery Staff |
| Audit of provocations in our playroom | October 2023 | HT / Finance Officer | HT Requisition of resources – books, dolls, dress up, food, utensils |
| Joint topic of HANDA’S SURPRISE with primary 1 | Feb / March 2024 | P1 staff / Nursery Staff | Acting Senior to produce plan for the topic and lead evaluation discussions. |
| **Measure of Impact:** | | | | | |
| * All children through their play will experience a curriculum that is diverse and rich in other cultures. By spending £500 there will be an improvement in resources to support Racial Literacy and all children will have a better understanding of other cultures. Staff’s knowledge of Building Racial Literacy will have increased and they will be more confident planning for children’s experiences at early level. * New scots children and families will feel welcome and included in our Nursery environment as staff will be confident in signposting them for any support needed. * Children will share learning experiences with primary 1. Children transferring to primary 1 at Newark will experience success at early level with the Talk For Writing by Pie Corbet as this also includes Handa’s Surprise. | | | | | |

**Thank you so much for reading our School Improvement Plan. We are excited for the year ahead in developing every child’s four capacities.**