Education – Improvement Planning Document – 2024-25

**Newark Nursery School**

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2024 - 25

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| Head of Establishment | Hazel Mitchell | Date | 28.6.24 |

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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:

Session 2023-2024

Session 2024-2025

Session 2025-2026

Overview of rolling three year plan

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| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| **Improvements in attainment, particularly in literacy and numeracy** | 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.  Staff will use the LA Tracking Tools to plan for children’s learning.  Maintenance same as ’23 – ’24. | Staff will be confident using their professional judgement to inform the Dashboard ensuring children’s learning is seamless moving into another Early Years Establishment or School.’  Maintenance same as ’24 – ’25, have a close look at Tests for Change to ensure impact of children’s experiences using our Plan Do Study Act (PDSA) Model. |
| **Closing the attainment gap between the most and least disadvantaged children** | 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 (TU5) 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.  We will continue to deliver 2 learning packs linked with our SIP ensuring equity of resources for our children. | We know there is a direct correlation between attendance and attainment and will continue to ensure children have a very good attendance through our robust monitoring processes.  We will continue to be pro active in advising parents who are working or studying about Chargeable Child Care and support an extended day for children if requested.  Maintain a high level of engagement with parents and children in the TU5 and extend our community links with other / different agencies, for example, Morton.  We will continue to track our children’s pathways and target support where required and reduce the number of children on our Enhanced Universal Pathway |
| **Improvement in children and young people's health and wellbeing** | 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.  Our practice in relation to the recording of bullying and racist incidents will be robust and in line with existing guidance. We will implement the updated Child Protection Guidelines from the Local Authority and continue to use relevant Toolkits to aid our thinking and judgements. We will continue to have a presence at ASN Leaders meetings to keep updated on assessment process appropriate for the needs of our ASN children. | Will continue to use the LA’s processes for supporting children’s learning, working collaboratively and accessing further support through the ASG for transitions.  We will ensure that any new member of staff undertakes Level 1 and 2 training for being a Trauma Informed Practitioner. Staff who are already Trauma Informed Practitioner’s will keep abreast of Local and National Training and Research so as our Practice continues to be Evidence Based Practice.  We will continue to keep up to date with any Local / National changes to support children’s needs, safety and HWB which lead to improved outcomes for them. We will complete an in depth audit of all aspects of Child Protection in line with the Authority’s Peer Review Process. |
| **Placing the human rights and needs of every child and young person at the centre of education** | 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. Our curriculum is an inclusive one where children will be able to see themselves in our playroom. of We will actively engage with all of our stakeholders to revisit our vision, values and aims through a consultation exercise and these will be reflected in our reports and displays in Nursery.  Maintenance: continuing to have curricular links with Primary 1. | Work towards re accreditation for being a UNCRC GOLD AWARD WINNING NURSERY.  Maintain a focus on BRL and curricular links with our colleagues in Primary 1 ensuring our new scots families continue to feel welcomed and our focus is not only on anti racist education but the wider equalities agenda too. |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| * Professional Dialogue at staff meetings * Self Evaluation using the QIs from both HMIe and Care Inspectorate * Observations of staff / working alongside staff * Discussions at staff monthly evaluation meetings * Collaborative working with our colleagues in Education, Health, Social Work, Barnardo’s, Thrive Under 5, Belville Community Gardens * Parental Questionnaires / responses from children’s PLPs * Parental feedback on twitter, E Journals and anecdotally * Feedback from parents / grandparents who took part in our ‘I CAN’ sessions * Children’s questionnaires, floor books, being me books, nurture me toolkit * 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 2024-2025

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| **Priority 1**  Improvements in attainment, particularly in literacy and numeracy  Choose an item | | |
| **NIF Driver**  Assessment of children's progress  School Improvement  Choose an item. | **HGIOS/ELC QIs**  2.3 Learning, teaching and assessment  2.4 Personalised support  3.2 Raising attainment and achievement | **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** |
| * Having received feedback from those parents / grandparents involved in our pilot ‘I CAN’ sessions, we know they were successful and will now role out that model of delivery to a larger group of parents in the new term. * The data from our Tests for Change using the PDSA Model demonstrates that when children have support in smaller groups over an intensive period of time from staff, they develop their skills. Whilst our tests for change evidenced the progress children had made, one of our tests for change demonstrated we need to give children more experiences of counting forwards and backwards. We will identify and support children to further develop their Listening & Talking skills and Number skills. * Having discussed children’s progress in Literacy in English with our colleagues in Primary 1 at Newark Primary School, we know whilst children have been skilful with their listening & talking skills, one area where they could benefit is from more mark making experiences. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * Parents understanding of listening and talking skills using the ‘I CAN’ resource as a ‘starter’ will have improved and we can seek their views via the questionnaire. * Children will be targeted and supported by staff each term to further develop their listening & talking skills and number skills through various play experiences and targets can be shared with parents via our Personal Learning Plans and on the children‘s journals. * Through their play experiences in our playroom, children will have the opportunity to mark make at almost every area, both inside and outside of the playroom and there will be a consistency in teaching them the ‘nip, grip, flip’ technique. Feedback from our colleagues next year should be that children have very good mark making skills. | |
| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? | |
| * We will encourage at least 20% of our parents to come along to the ‘I CAN’ sessions and will know by the responses to questionnaires if they feel more confident and knowledgeable about developing their child’s listening & talking skills. * We will develop tests for change to see the impact of children’s learning in terms of listening & talking skills and number through delivering our Story Grammar, ABC music programme, Listening & Talking ‘I CAN’ group and Book Bug – all of which individual staff have leadership roles in delivering these programmes. This will be evidence of children’s progress. We expect all PS children to be on target at early level by June ’25 before transitioning to Primary 1. * We will audit the opportunities our children have to mark make in Nursery, reflect on this and ensure there are more opportunities at almost every area inside and out. Our planning will highlight our aspirations / provocations to encourage children’s mark making. There will be a consistency amongst staff teaching children the ‘grip, nip, flip’ technique of holding a writing tool. Children’s success can be recorded on their journals and celebrated when we complete their transition reports. * Our data identifying children’s pathways will be reduced from October 2024 to June 2025 demonstrating less children on the Enhanced Universal Pathway. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Delivering ‘I CAN’ sessions using our trialled model of delivery to parents. | April / May ’25 when we will have our full compliment of children, hence, opportunity for every parent to engage. |  | Hazel to deliver programme. Lauren, P1 Teacher included in last of the three sessions to discuss ‘Talk for Writing’ **.** | Hazel and P1 teacher working collaboratively. Opportunity for staff to encourage parents to come along as will have had discussions beforehand about how to support their child’s learning and development with a focus on communication skills. |
| Using the PDSA model for our tests for change to measure the impact of our experiences being offered for our children.  STORY GRAMMAR LISTENING & LANGUAGE GROUP ABC MUSIC BOOKBUG  Professional Learning | Sept – Dec ‘24  October ‘ 24 |  | Staff who have a PS group of children for the STORY GRAMMAR  Annemarie to deliver LISTENING & LANGUAGE group using ‘I CAN’ TRACKER as a baseline.  Heather to deliver ABC music  Gillian to deliver BOOK BUG sessions  Lauren, P1 teacher | As we no longer have access to the Primary 1 classroom in the infant corridor for a quieter space, we will make use of our quiet room in the playroom as a space to deliver these experiences for our children. We are able to do this as our quiet room will not be available for children to have a choice to play in as we have a reduction in staffing by 1 until January ’25 and have to manage this.  Sharing with staff information about the Pie Corbett TALK FOR WRITING programme used in Primary 1. |
| Having a close look at our practice in the playroom and auditing opportunities for children to mark make – where ? boys? girls? | Sept ‘24 |  | All staff to be involved in discussion / reflection / action. Consistent use of ‘nip, grip, flip’ technique. | Through discussion and planning with all staff, we should see an increase in opportunities for children. Link this to our home learning pack |

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| **Priority 2**  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**  Parental engagement  Performance information  School Improvement | **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 know children do not come to us as ‘silos’ and that we work together with their families. We have encouraged families to be part of the Port-Glasgow Thrive Under Five (TU5) Project and we know how this has benefitted them as they have told us through questionnaires and anecdotally. We need and want to increase our number of parents to join so they can meet up with other likeminded families and have access to professionals who can support them. By supporting our parents to attend the steering group of TU5, they will be influential in decision making on how their – and others - health and well being can be improved. * Being given the opportunities to network this year with colleagues through TU5 and in the Community who have delivered some experiences for our children outdoors, as a staff we need to develop those skills for ourselves and take the lead to offer those experiences ourselves. The experiences will include engaging and motivating parents and for everyone to have that ‘feel good’ factor and enjoy a sense of wellness that being outdoors brings to us all. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * We will be very active and visible show casing the work of TU5 and we will support parents to attend meetings by ensuring transport is in place for them to go to and from the meetings in Rainbow Family Centre. Parents (and staff) will continue to be more informed about sign posting for support and we will further develop our relationships with colleagues in Third Sector, Health, Financial Inclusion, Nutrition, Fitness. * Our Senior member of staff will continue to be sensitive to the needs of parents and be able to sign post parents to the right person at the right time for support. * Staff will develop their skills with outdoor learning and provide opportunities for the children and their parents to come together to share play experiences- regularly throughout the year. | |
| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? | |
| * Parents will feel more supported – whether it’s advice or practical support. We can measure the uptake of events that take place, ‘check in’ with parents about how supported they feel, share the minutes of meetings and seek parents views through the use of questionnaires. We want to be aspirational and double the number of parents receiving support - currently 17. * Our Senior will keep a timeline of all events related to TU5. More parents will have an improved understanding of what supports are available. There will be a good attendance by parents at TU5 meetings who will not only be more informed but influential as decision makers. There will be feedback too from Kath who leads the whole project. * We will record the dates in our diary for our shared outdoor experiences with parents / children. We can measure the uptake of parental engagement with regular outdoor sessions and capture some of their comments anecdotally or in writing. There will be lots of photos to share on children’s journals and on our twitter. | |

| Tasks to achieve priority | Timescale | RAG | Those involved/responsible – including partners | Resources and staff development |
| --- | --- | --- | --- | --- |
| Increased parental engagement in TU5 project – meetings, cooking classes, food packs, vouchers, accessing support from Financial Inclusion Team. | September ’25 onwards |  | Kim, our Senior EYECO, Kath Tearne (Health), Debbie (Oral Health), Steve (Chef), Ashley (Financial Inclusion), Don (Dinky Diggers), Ashley (Zumbini), Victoria, Chenelle, Liam, Claire, Karen (Nursery Parents) | Kim and parents to attend meetings.  Sessions in Nursery for parents to attend cooling classes, information sessions on nutrition, health, finance, Dinky Diggers, Zumbini. |
| Engaging with our colleagues in the community to take forward ourselves more opportunities for children and parents to engage playing together outdoors.  This will lead to increased opportunities for our children to play outdoors at both sides of our Nursery. | September ’25 onwards |  | Cherl  Pamela  Kim, all staff, children and parents | Cherl to attend a training day in September on Dinky Diggers and be the lead to deliver at least 6 sessions outdoors for children and their parents. Yvonne to support this alongside Cherl.  To liaise with the Community Food Network to develop our Garden on our deck side so as children have the experience of growing, looking after and cooking their own food.  Liaising with Bruce from Inverclyde Shed who can support the development of our ‘deck’ side in the Nursery to enable it to be used more by the children. There is a plan to create ‘den’ areas for the children to play in and a large outdoor sand pit. Once in place, our children will have a choice of where to play outdoors and for their opportunities to be curious, imaginative and creative extended. |

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| **Priority 3**  Closing the attainment gap between the most and least disadvantaged children and young people  Choose an item | | |
| **NIF Driver**  Assessment of children's progress  Teacher professionalism  Performance information | **HGIOS/ELC QIs**  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress  2.6 Transitions | **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** |
| * On continuing our journey to plan and assess children’s learning at the early level consistently with our colleagues across our Local Authority, we will use the new Tracker Toolkit that has been produced. This will dove tail with what we will record on our children’s learning journals and share with parents. There is a ‘suite’ of items within the Tracker Toolkit and we will start with the new All About Me Book which has been designed and aligned to be a starting point for children’s learning in Nursery. |
| **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. Each child will have three goals to achieve in HWB, Literacy and Number every 12 weeks. From the information we gather / have, we will be able to identify which pathway every child will be on and know where supported is required to further develop their learning and development | |
| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? | |
| * Staff will become confident using the Tracker Toolkit and accurately give information using their professional judgement that will feed the Data for the Dashboard * Children’s learning journals will accurately reflect their achievements in curricular areas of Health and Well Being, Literacy & English and Number & Mathematics. * Staff will more regularly set goals for HWB, literacy and numeracy for children to achieve * 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 ‘24 * Our colleagues in Primary 1 will have better knowledge of children’s achievements and better plan for their learning when they start school. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| All staff using the LA Tracking Tools to support children’s learning, including the All About Me Book. | June ‘24 |  | Parents | All About Me issued to parents in their enrolment pack and to bring back the first day their child starts – giving staff information about their skills and a baseline. |
| Staff to use the Tracking Tool to assess / plan for children’s learning having identified where their ‘starting point’ is. To record children’s learning on the E journals.  Each child to have 3 goals / next steps set – HWB, Literacy and Numeracy | September ‘24  October ‘24 |  | Hazel – Delivering information to all staff about the Tracking Toolkit.  Kim – to attend Depute Meetings which will support practicalities of the toolkit and moderation.  All staff | All staff to take part in training and using the Tracking Toolkit and knowledge of child development – HWB, literacy and numeracy.  All staff and to be shared with parents – shared aspirations and expectations. Gather feedback from parents. |
| Dashboard to be used to record children’s skills at early level – HWB, Literacy & Numeracy | September ’24 onwards |  | Local Authority Education Officers | Training to be rolled out to Heads and Seniors re the dashboard which can be cascaded to staff.  Guidance to be received how / what to record if a child has an Additional Support Need. |

**Thank you so much for reading our School Improvement Plan and we look forward to reporting on our progress in June 2025.**