

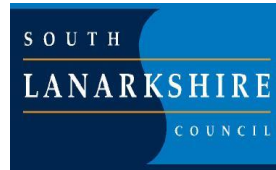
**Education Resources  
Curriculum and Quality Improvement Service**

## **Elizabeth's Primary and Nursery School**

### **Improvement Plan for Nursery**

**2019 – 2020**





**Education Resources  
Curriculum and Quality Improvement Service**

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### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing; and
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> <li>• School leadership</li> <li>• Teacher professionalism</li> <li>• Parental engagement</li> <li>• Assessment of children’s progress</li> <li>• School improvement</li> <li>• Performance information</li> </ul>	<ul style="list-style-type: none"> <li>• 1.1 Self Evaluation for self-improvement 1</li> <li>• 1.2 Leadership for learning 1</li> <li>• 1.3 Leadership of change 2</li> <li>• 1.4 Leadership and management of staff 1</li> <li>• 1.5 Management of resources to promote equity 2</li> <li>• 2.1 Safeguarding and child protection 2</li> <li>• 2.2 Curriculum 2</li> <li>• 2.3 Learning teaching and assessment 1, 2, 3</li> <li>• 2.4 Personalised support 1</li> <li>• 2.5 Family learning 1</li> <li>• 2.6 Transitions 3</li> <li>• 2.7 Partnership 1</li> <li>• 3.1 Ensuring wellbeing, equality and inclusion 1, 2, 3</li> <li>• 3.2 Raising attainment and achievement/Securing children’s progress 1</li> <li>• 3.3 Increasing creativity and employability/developing creativity and skills for life and learning 3</li> </ul>	Transforming Learning and Teaching Implementing Curriculum for Excellence Meeting the Needs of all Learners’, GIRFEC and Statutory Duties Skills for Learning, Life and Work Professional Learning Leadership (Change and Improvement)

### Strategic Priorities 3 Year Cycle

2019/20	2020/21	2021/22
Family Learning Assessment Personalised Support (1.1, 1.2, 1.4, 2.3, 2.4, 2.5, 3.1, 3.2)	Curriculum Learning, Teaching and Assessment (1.3, 1.5, 2.1, 2.2, 2.3, 3.1)	Learning, Teaching and Partnerships (2.5, 2.6, 2.7, 3.1, 3.3)

**Strategic Priority 1: Teaching & Learning – Implementation of online Learning Journals to help share learning and increase family engagement to improve outcomes for our children**

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**National Improvement Framework Key Drivers**

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children’s progress
- School improvement
- Performance information

**HGIOS 4 and Early Learning and Childcare Indicators**

- 1.1 Self Evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership and management of staff
- 1.5 Management of resources to promote equity
- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children’s progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

**SLC Education Resources Themes**

- Transform Learning and Teaching/Implement CfE
- Meeting the Needs of all Learners’, GIRFEC and Statutory Duties
- Skills for Learning, Life and Work
- Professional Learning
- Leadership (Change and Improvement)

**Key Actions (How)**

**\*Timescale**

**\*Lead Personnel**

**\*Comments**

<p><b>Develop staff capacity and skill in use of summative and formative comments about learning.</b></p> <p>1.All staff to use learning journals to highlight key aspects of learning within 2-3 and 3-5 room.</p> <p>2. Monitoring of initial impact of learning journals on parental engagement and communication about learning.</p> <p>3. Monitor and track achievements out with nursery through parental engagement and feedback to online journals.</p> <p>4.Develop children’s input to learning journals.</p>	<p>1.Aug – June 2020</p> <p>2.Aug-Oct 2019</p> <p>3. Oct-Dec 2019</p> <p>4.Oct-Mar 2020</p>	<p>*SMT support (Mrs Campbell and Miss MacPhee)</p> <p>* Nursery Teacher, Louise Leamy</p> <p>*Team Leader, Gillian Hart</p> <p>*All staff</p> <p>*Learning Journal Staff and Support Officers.</p>	
<p><b>Increase Early Literacy and Numeracy Skills</b></p> <p>1.Review use of our Tracking and Monitoring sheets within the nursery.</p> <p>2.Develop and embed staff skill in tracking learning effectively through linking observations of learning more closely to individual targets</p> <p>3. Develop nursery environment to embed focused literacy and numeracy opportunities more effectively.</p> <p>4. Develop environmental print across the nursery.</p> <p>5. Develop and embed tracking procedures to ensure appropriate attainment for all nursery children, targeting support as necessary.</p> <p>6.Work with support team to provide targeted support to help increase early attainment.</p> <p>7. Develop use of Forest Schools across our nursery as a vehicle for development of positive health and wellbeing and early literacy skills</p>	<p>1.Aug-Sept 2019</p> <p>2.Aug-Dec 2019</p> <p>3.Aug-June 2020</p> <p>4.Aug-Oct 2019</p> <p>5. *Aug- Oct 19 *Oct- Dec 19 *Jan – Mar 20 *Apr – Jun 2020</p> <p>6. Aug-June 2020</p> <p>7. Aug-June 2020</p>	<p>* Nursery Teacher, Louise Leamy</p> <p>*Team Leader, Gillian Hart</p> <p>*SMT support (Mrs Campbell and Miss MacPhee)</p> <p>*All staff</p> <p>*Support from Stephen Mungall who is with our team one day a week.</p> <p>7.Lead Personnel for Forest Schools are Louise Leamy (Teacher)and Debbie Hillman (Early Years Worker)</p>	

## Maintenance Plan for St Elizabeth's Nursery for Session 2019/2020

### National Improvement Framework Key Priorities

- Improvement in attainment, particularly in literacy and numeracy;
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### National Improvement Framework Key Drivers

- School leadership
- Teacher professionalism
- Parental engagement
- Assessment of children's progress
- School improvement
- Performance information

### HGIOS 4 and Early Learning and Childcare Indicators

- 1.1 Self Evaluation for self-improvement
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- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning teaching and assessment
- 2.4 Personalised support
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- 2.7 Partnership
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment and achievement/Securing children's progress
- 3.3 Increasing creativity and employability/ Developing creativity and skills for life and learning

### SLC Education Resources Themes

- Transform Learning and Teaching/Implement CfE
- Meeting the Needs of all Learners', GIRFEC and Statutory Duties
- Skills for Learning, Life and Work
- Professional Learning
- Leadership (Change and Improvement)

### Key Actions (from previous plans)

- \*Further develop parental engagement strategies across our nursery.
- \*Having revisited our aims and vision for our nursery during session 2018/19, continue to share and embed our pedagogy with all staff and stakeholders.
- \*Continue to develop our approaches to tracking attainment and engagement with science and expressive arts.







