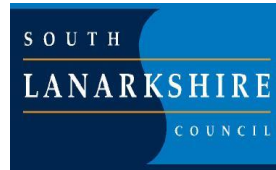


**Education Resources
Curriculum and Quality Improvement Service**

**Establishment Improvement Plan
2017 - 2018**

Woodpark Primary Nursery Class





**Education Resources
Curriculum and Quality Improvement Service**

Contents

1. Establishment 3 Year Improvement Plan Overview
2. Establishment Strategic Improvement Plan
3. Establishment Operational Improvement Plan (Action Plan)
4. Establishment Maintenance Plan

National Improvement Framework Key Priorities		
<ul style="list-style-type: none"> 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"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 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 ✓✓ 	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		
2017 – 2018	2018 – 2019	2019 - 2020
<ol style="list-style-type: none"> Develop literacy skills within the Nursery focusing on phonological awareness and vocabulary building Developing curiosity, inquiry and creativity through outdoor learning Developing music within the room, instruments, pattern, beat and rhyme. 	<ol style="list-style-type: none"> Continuing to develop literacy but moving on to talking and listening by story-telling and the use of Blooms questions Continuing to develop curiosity etc through the use of technology Continuing the development of expressive arts looking at art and music and the work of other artists 	<ol style="list-style-type: none"> Continue with Literacy with a focus on emergent writing. Continuing to develop curiosity through science activities Continuing with Expressive Arts this time looking at drama – our current practice and development

National Improvement Framework Key Priorities <ul style="list-style-type: none"> 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. 		Collaboration and consultation (list stakeholders): <ul style="list-style-type: none"> staff parents children
National Improvement Framework Key Drivers	HGIOS 4 and Early Learning and Childcare Indicators	SLC Education Resources Themes
<ul style="list-style-type: none"> School leadership Teacher professionalism Parental engagement Assessment of children’s progress School improvement Performance information 	<ul style="list-style-type: none"> 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 	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)

Strategic Priority	Intended Impact	Measures of Success	Actual Impact
<p>Develop literacy skills within the Nursery focusing on phonological awareness and vocabulary building.</p>	<p>The children will be more aware of words and sounds within words. They will be able to clap out the syllables in different words.</p> <p>Vocabulary will be increased for all children in both Nursery classes.</p>	<p>Our current pre-school children are being tested on their vocabulary skills at the end of June 2017, this data will be used to compare the current children in our ante-pre stage when they are at the end of their pre-school year.</p> <p>Assessments of phonological awareness by Key Workers throughout the year.</p>	
<p>Developing curiosity, inquiry and creativity through outdoor learning</p>	<p>Health and Wellbeing will be improved through a daily mile walk, the use of Discovery Bags and a bigger focus on Outdoor Literacy.</p> <p>Children will be more curious in their play and ask better questions in the room and outside.</p>	<p>The stamina of the children will increase to enable them to walk for a mile each day.</p> <p>Children will be observed to visit literacy areas more often in the nursery room and outdoors.</p> <p>The curiosity of the children will be observed as having developed in their play both in and out of the room by the activities they choose and the questions they ask.</p>	
<p>Developing music within the room, instruments, pattern, beat and rhyme.</p>	<p>Children will have more opportunities to experience different musical instruments.</p> <p>Children will be able to identify pattern, beat and rhyme.</p> <p>Children will have some understanding of different musical styles.</p>	<p>Observations by Key Workers.</p> <p>Feedback from parents on child's interest in music at home.</p>	

Strategic Priority 1: Develop literacy skills within the Nursery focusing on phonological awareness and vocabulary building.

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 			
<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 		<p>HGIOS 4 and Early Learning and Childcare Indicators</p> <ul style="list-style-type: none"> • 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 	
		<p>SLC Education Resources Themes</p> <p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p>Leadership (Change and Improvement)</p>	
Key Actions (How)	*Lead Person	*Timescale	*Comments
Train staff in the use of the Phonological Awareness Pack	Kim Ross – extended team Lorna Hyslop – DHT	August – October 2017	Timescale depends on availability of Kim Ross – teacher can begin work with pupils before rest of staff are trained.
Develop a Vocabulary of the Week or Month to be developed in each room e.g vegetables, jewelry etc.	Shona Robertson/Marian Faulds	August 2017 – June 2018	Ongoing throughout the year
Assess vocabulary at the end of June as baseline for P1.	Margaret Imray/Kim Ross	June 2018	Results will be used to develop vocabulary in P1 with PEF funding for the following year.

Strategic Priority 2: Developing curiosity, inquiry and creativity through outdoor learning

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 			
<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 		<p>HGIOS 4 and Early Learning and Childcare Indicators</p> <ul style="list-style-type: none"> • 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 	
		<p>SLC Education Resources Themes</p> <ul style="list-style-type: none"> 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) 	
<p>Key Actions (How)</p>		<p>*Lead Person</p>	
<p>Developing Outdoor Learning through the use of Discovery Bags for the outdoors.</p>		<p>Tbc</p>	
<p>Develop outdoor messy play through a mud kitchen area</p>		<p>Marian Faulds</p>	
<p>We will also be attempting to do a mile walk each day to build stamina and discuss the outdoor environment as the children walk around the school.</p>		<p>Shona Robertson</p>	
		<p>*Timescale</p>	
		<p>Purchase resources Aug – Oct Develop bags Nov – Dec Implement Jan - June</p>	
		<p>August – March</p>	
		<p>Ongoing throughout the year</p>	
		<p>*Comments</p>	

Strategic Priority 3: Developing music within the room, instruments, pattern, beat and rhyme

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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. 			
<p>National Improvement Framework Key Drivers</p> <ul style="list-style-type: none"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 		<p>HGIOS 4 and Early Learning and Childcare Indicators</p> <ul style="list-style-type: none"> • 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 	
		<p>SLC Education Resources Themes</p> <p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p>Leadership (Change and Improvement)</p>	
<p>Key Actions (How)</p>		<p>*Lead Person</p>	
<p>Introduce weekly ‘music school’ to the Nursery introducing different instruments, pattern, beat and rhythm for the children to name and try.</p>		<p>Shirley Mitchell</p>	
<p>Develop a yearly plan for teaching musical styles in the Nursery</p>		<p>Shirley Mitchell</p>	
<p>*Timescale</p>		<p>*Comments</p>	

<p>National Improvement Framework Key Priorities</p> <ul style="list-style-type: none"> • 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"> • School leadership • Teacher professionalism • Parental engagement • Assessment of children’s progress • School improvement • Performance information 	<ul style="list-style-type: none"> • 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 	<p>Transform Learning and Teaching/Implement CfE</p> <p>Meeting the Needs of all Learners’, GIRFEC and Statutory Duties</p> <p>Skills for Learning, Life and Work</p> <p>Professional Learning</p> <p>Leadership (Change and Improvement)</p>
Key Actions (from previous plans)		
<ul style="list-style-type: none"> • Continue to consult Building The Ambition to ensure key outcomes are being met • Continue to develop Outdoor literacy using resources purchased in previous years • Continue to offer Workshops to parents • Continue to offer You and Your Child 		