 **EDUCATION & CHILDREN’S SERVICES**

**IMPROVEMENT PLAN**

**2020- 2022**

**FOR**

Aberchirder Primary School - Nursery

An evaluative overview of staff comments/progress is included but more detailed information can be found in the ‘staff evaluation’ evidence folder.

**Aberdeenshire Council Education & Children’s Services**

“Our vision is for an Aberdeenshire in which everyone is able to develop the skills and confidence needed for learning, life and work

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| **Improvement Priority No.** | | | **1** | Q.I 1.1 Self Evaluation | | |
| **Intended Outcome (s) / Impact** | | | | | **Actions** | **Timescales** |
| * Staff, Parents and Pupils know what the Nursery is working towards and how we aim to achieve this * Increased parental engagement and staff awareness. Pupils, Staff and Parents are able to talk about what the Nursery is working on and how this will improve pupil learning experiences and give their views on what they feel is going well/are areas for development. * Increased partnerships and collegiate working | | | | | * Nursery to host termly stay and play sessions for parents to attend to share ongoing progress and see their child in the Nursery Environment. Parents will be able to see how children learn through play and evaluate their experience * Staff meetings to evaluate practice and learning * Engagement with HGIOELC during Staff Meetings * Nursery to create area for You said/We did display and parental comments. * Support and Supervision meetings and Appraisals as form of self-evaluation * Staff engaging in ongoing continuous professional development and use this new knowledge/skills in practice * Parental Questionnaires sent out for feedback * Responsive Planning so children’s needs/interests are taken into consideration | Termly: Delayed due to Covid-19  Ongoing  Termly  Year 1 Term 3  Termly/Annually  Ongoing  Ongoing |
|  | | | | | | |
| **How will you measure success?**   * Discussions – (verbal, phone calls, emails) * Evidence of HGIOELC materials (e.g. use of challenge questions) * Feedback on sessions * Parent, staff and Child Questionnaires | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
| Date: |  |  | | | | |

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| **Improvement Priority No.** | | | **2** | Q. 1.3 Leadership of Change | | |
| **Intended Outcome** | | | | | **Actions** | **Timescales** |
| * Staff will report to feeling happy and supported in their place of work, continuing to create a positive ethos. * Staff will feel comfortable with pace of change. * Clear Roles to be established between a growing team. * Parents and Staff all kept up to date with ongoing changes. | | | | | * EYSP will deliver training session on Realising the Ambition * Staff to attend RtA training by AC * EYLP to ensure Evaluation of Practice and Environment at weekly planning meetings * EYSP/EYLP to monitor ongoing use of new Planning and Tracking systems. EYPs to all engage in use of new documents * Clear roles identified between EYSP/EYLP/Administration. This will be shared with whole team * Quality Assurance Calendar to be kept up to date and evaluated by EYSP * Monthly Newsletters sent out to Parents and Staff to keep them up to date with anything Nursery related | Year 1, Term 2  Year 1, Term 2  Ongoing  Ongoing  Year 1, Term 3  Ongoing  Monthly |
| How will you measure success?   * Evidence through staff meetings * Staff, parent and child questionnaires/surveys * Feedback to be reviewed and implemented where appropriate * Evaluation of Practice * Evidence of Attainment | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
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| **Improvement Priority No.** | | | **3** | Q.I. 2.3 Learning teaching and Assessment | | |
| **Intended Outcome** | | | | | **Actions** | **Timescales** |
| The Nursery has a consistent approach to what is taught and how it is taught with clear progressions.  Consistent learning environments for pupils  Pupils and parents will have a greater understanding of learning, its relevance and next steps.  Staff will be more confident in their teaching methods and the pedagogy behind this  Consistent approach to tracking, monitoring and assessment  Increased staff confidence in professional judgement, particularly in identifying when a pupil has ‘achieved’ a level  Data which accurately reflects the school  Ensuring further pace and challenge for pupils   * Pupils to develop a greater understanding of where they are in their learning and next steps   Greater opportunities for parental engagement and home-school learning links | | | | | * Develop and embed Curriculum through planning and environment * Observations/ discussions around ‘what is a good quality Nursery’: Realising the Ambition/HGIOELC * Progressions to be developed * Re-evaluate planning to ensure it is ‘fit for purpose’ * List of all resources in Nursery and how these can be used to support the teaching of outcomes. * Nursery staff to further develop indoor/outdoors to further enhance quality learning environments and free flow play through engagement with various documentation. * Nursery to participate in Stepping Outside Pilot * Staff Meetings on gathering evidence and Feedback * Review transitions, particularly key entry and exit stages to ensure information is clear and purposeful * Implement a Wider Achievements tracker * Create new ‘Next Step’ visual tracker for the children to see their achievements and where they are in their learning. * Continue with Learning Journals as a means of profiling. * Google Classrooms to maintain learning opportunities for parents at home during lockdown | Year 1, Term 3 then ongoing  Year 1, Term 2  Year 1, Term 2  Year 1, Term 2  Year 1, Term 3/4  Year 1, Term 2 then ongoing  Year 1, Term 3  Ongoing  Year 1, Term 4  Year 1, Term 4  Year 1, Term 4  Ongoing |
| **How will you measure success?** | | | | | | |
| * Discussions * Observations * Planning Audits * Attainment data | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
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| **Improvement Priority No.** | | | **4** | Q. 3.1 Ensuring Wellbeing, Equality and Inclusion | | |
| **Intended Outcome** | | | | | **Actions** | **Timescales** |
| * Staff, Pupils and Parents have a greater understanding of mental health and how to support it * Positive Relationships to be established across the school ethos   Pupils/parents are able to talk about the relevant aspects of health and wellbeing and report to feeling safe and supported in school.  Improved Tracking and monitoring systems for health and wellbeing  Impact of all of the above throughout whole school  Reduction in behaviour related incidents  Less referrals to Educational Psychologist, CAMHS and Health Visitor  Pupils report to feeling happy, safe and well in school  Greater equity and consistency in how pupils are supported in behaviour and mental health related issues | | | | | * Staff to attend 1st Aid Mental Health Training * Staff to be trained in CALM (Theory only) * Staff to attend Nurture Training * Staff Meeting on Nurture * Nurture Groups to be set up * Update and develop positive relationship policy – Training required * Universal Audit: ‘How Nurturing is our School?’ * Continue to use SHANARRI characters through everyday language and practice. Parents to be aware of the characters and encouraged to use them at home. * Characters created, packs made up to be used as home link * Covid-19 Questionnaires sent to staff and parents * Key Question 5 Self-Evaluation (Care Inspectorate) * Continue to develop ASN trackers. Trackers to include impact | TBC  TBC - Covid  Year 2  TBC – Covid  TBC – Covid  Year 2  Ongoing  TBC - Covid  Year 1, Term 3  Ongoing |
| **How will you measure success?**   * Data on incident reports, exclusions, referrals * Surveys/Questionnaires * Data evidenced in audits * Feedback from Care Inspectorate | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
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| **Improvement Priority No.** | | | **5** | **Q.3.2 Raising Attainment and Achievement** | | |
| **Intended Outcome** | | | | | **Actions** | **Timescales** |
| * Improved attainment in Literacy * Increased staff confidence in using resources to support literacy progression * Annual attainment review shows an increase across all areas of literacy * Improved attainment in Numeracy   Increased staff confidence in using resources to support numeracy progression  Annual attainment review shows an increase across all areas of numeracy | | | | | * Progressions for Literacy * Learning Intentions introduced into planning * Introduction to Development Plans * Progressions for Numeracy * Staff to attend and engage with CPD in Numeracy Outdoors * Learning Intentions introduced into planning * Tracking and monitoring meetings and discussions around data to decide on strategies to support and challenge children. Discussion on next steps for individual children. | Year 1, Term 2  Year 1, Term 2  Year 1, Term 4 trial  Year 1, Term 2  Year 1  Year 1, Term 2  Ongoing |
| **How will you measure success?**   * Attainment Data * Observations * Staff feedback | | | | | | |
| **Progress Check / Comments / Next Steps** | | | | | | |
| Date: |  |  | | | | |