

North Berwick Nursery School Improvement Plan 2018-2019



School Context, Aims, Values

Vision

We are an inclusive, ambitious learning community where every child has the opportunity to reach his or her potential.

excited about learning

We aim to:

- Create a safe, happy and welcoming environment;
- Nurture children to become respectful, kind and understanding
- Provide varied and stimulating learning opportunities to equip our children with the skills needed for a changing future;
- Develop confident, resilient children who are ambitious, curious and creative;
- Work in partnership with our parents and wider community.

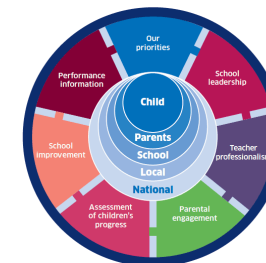
Our values guide the way we work. We will:

- Celebrate and value the contribution of every child;
- Work to reduce inequalities;
- Nurture the health and well-being of every member of our learning community;
- Respect each other, our school and the wider environment
- Reward hard work and effort;
- Encourage high standards in everything we do;
- Embrace honesty, kindness, friendship and understanding.

National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2018/19:

- **Improve attainment, particularly in Literacy and Numeracy**
- **Close the attainment gap between the most and least disadvantaged children**
- **Improve children and young people's health and well-being**
- **Improve employability skills and sustained, positive destinations for all young people (DYW 3 to 18)**



Local Priorities

East Lothian Council Plan 2017-2022

Reducing inequalities within and across communities

- Implement the recommendations within the Poverty Commission Action Plan

Growing our Economy

- Reduce unemployment and improve employability

Growing our People

- Reduce the attainment gap and raise the attainment and achievement of our children and young people and improve the life chances of the most vulnerable people in society

Growing our Communities

- Extend community engagement and decision making and increase community and individual resilience

Growing our Capacity

- Deliver excellent services as effectively and efficiently as possible within our limited resources

East Lothian Education Service Improvement Plan

- Improve inclusion, wellbeing and equality
- Improve attendance and reduce exclusions
- Raise attainment and achievement, particularly the lowest 20%, LAC and ASN
- Improve positive destinations, particularly the lowest 20%, LAC and ASN
- Improve the % of schools and early learning and childcare settings evaluated as good or better across the NIF quality indicators

School Priorities

Based on your self-evaluation of the following HGIOS4? and equivalent HGIOELC? QIs to include actions towards addressing the areas for improvement identified:

- 1.1 Self-evaluation for self-improvement
- 2.3 Learning, teaching and assessment
- 2.5 Family Learning
- 3.1 Ensuring wellbeing, quality and improvement
- 3.3 Developing creativity and skills for lifelong learning

Note: Include reference to the actions and approaches being taken forward to improve the effectiveness of moderation of teacher judgement of CfE levels in Literacy and Numeracy and to raising attainment.

Note: Include actions identified from the SEE survey and employee engagement survey.

<p>Looking Forwards</p> <p>Staff encouraged to attend clpl opportunities of benefit and interest.</p> <p>PT to attend Frobel Course and disseminate to staff.</p> <p>Develop professional library, accessible to staff and parents.</p>	<p>Parental Engagement School Leadership School Improvement Teacher Professionalism</p>	<p>All staff</p> <p>August 2018 – ongoing throughout session. PT</p>	<p>Impact</p> <ul style="list-style-type: none"> • Increased confidence, knowledge and skills in practitioners • Increased parental engagements in improvements • Increased engagement of practitioners in clpl opportunities • Changes within setting to enhance learning and teaching <p>Evidence</p> <ul style="list-style-type: none"> • Practitioner dialogue • Increased take up of clpl opportunities • Self-evaluation floor book • Parents reflecting on reading and sharing suggestions and ideas • PRD discussion
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Priority: Enhance learning and teaching for all individuals.

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Restructure the Nursery and develop our basic provision, and its storage, to provide the space and resources to encourage and foster independence, creativity, imagination and investigation.</p> <p>Provide opportunities for children to learn in and from areas, places and people in our local environment.</p> <p>Create a new tracking and monitoring system to enable staff to record achievements and plan quality learning experiences.</p> <p>Adapt learning stories to focus on learning as well as enhancing pupil engagement with and ownership of learning, whilst reducing practitioner workload.</p> <p>Provide regular opportunities for family learning.</p>	<p>School Improvement Our Priorities</p> <p>Our Priorities</p> <p>Assessment of Children’s Progress</p> <p>Parental Engagement Assessment of Children’s Progress Teacher Professionalism</p> <p>Parental Engagement</p>	<p>In-service Aug 2018 PT</p> <p>Ongoing throughout session. SEYP</p> <p>October 2018 PT</p> <p>October 2018 PT/SEYP</p> <p>Ongoing throughout session PT</p>	<p>Impact</p> <ul style="list-style-type: none"> • Increased independence, creativity, imagination and investigation in children • Increased awareness of local environment and those within it. • Progression in learning will be visible • Staff will be more focused on next steps and possible lines of development when planning • Pupils value their learning story, are keen to contribute to it and are able to use it to talk about their learning. • Practitioners not taking observations home to write up <p>Evidence</p> <ul style="list-style-type: none"> • Floor books • Learning Stories • Responsive Planning • Pupil dialogue • Planning • Professional Dialogue • Parental feedback /dialogue <p>Impact</p> <ul style="list-style-type: none"> • Parents feel empowered to support their child’s development and learning <p>Evidence</p> <ul style="list-style-type: none"> • Parental feedback/dialogue • Engagement in opportunities

<p>Develop children as leaders of their learning:</p> <ul style="list-style-type: none"> • Enhance responsive planning • Involve children in decision making • Include children in assessing risk 	<p>School Leadership Our Priorities</p>	<p>August 2018 – ongoing throughout session SEYP</p>	<p>Impact</p> <ul style="list-style-type: none"> • Children will feel empowered • Increased engagement in learning from pupils • Pupils confident about talking about their learning • Children will begin to assess risk independently <p>Evidence</p> <ul style="list-style-type: none"> • Pupil dialogue • Planning • Floor book • Learning stories • Observations • Practitioner dialogue • Risk assessments
			

Priority: Improve inclusive approaches.

Actions	Drivers for improvement	When/Who	Impact/Evidence
<p>Embed GIRFEC and the use of the wellbeing indicators.</p> <ul style="list-style-type: none"> • Training to increase knowledge and understanding of wellbeing indicators • Training for SEEMIS pastoral notes • Training for staff in the school’s pupil support processes. • Develop nursery pupil support process to ensure consistency. 	<p>School Improvement Teacher Professionalism Our Priorities</p>	<p>Friday Development Time Term 2 – ongoing Valerie Duncan/Shona Thomas</p>	<p>Impact</p> <ul style="list-style-type: none"> • Greater understanding of pupil support procedures • Increased understanding of wellbeing and its importance • Pupils needs met • Children and practitioners have increasing awareness of terminology <p>Evidence</p> <ul style="list-style-type: none"> • Practitioner dialogue • Engagement in pupil support process • Pupils needs supported appropriately • Happy/engaged children • Children and practitioners using wellbeing indicator terminology • GIRFEC evidence wall
<p>Engage with the Rights Respecting Schools Award and embed children’s rights in the life and work of the school.</p>	<p>School Leadership</p>	<p>Term 2 – ongoing SEYP</p>	<p>Impact</p> <ul style="list-style-type: none"> • Children are aware of their rights. <p>Evidence</p> <ul style="list-style-type: none"> • Pupil dialogue



Maintenance areas:

Continue to promote ‘Big Talk’. Deliver parent workshop on this area.