

# Law Primary Nursery School Improvement Plan

2021-2022

# School Context, Aims, Values

*Kindness*

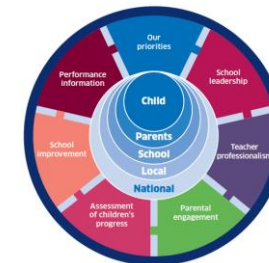
*Respect*

*Determination*

## National Priorities (NIF)

In line with the National Improvement Framework, school improvement priorities should clearly articulate with the following 4 key priorities in session 2021/22:

- **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 in relation to:
  - Early Level attainment at Primary 1
  - Attainment in Writing for the BGE
  - Closing the poverty related attainment gap for our most disadvantaged learners
  - Closing the gender related attainment gap
  - Improving transitions for pupils at BGE S1-S3.

- 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 – identify three or four main priorities only.** Please take account of the new developments towards a self-improving schools approach and focus on curriculum development and pedagogy of learning, teaching and assessment. Use the following HGIOS4 & equivalent HGIOELC QIs as a guide towards addressing the areas for improvement identified:

- 1.3 Leadership of change
- 2.3 Learning, teaching and assessment
- 3.1 Inclusion, equality and wellbeing
- 3.2 Raising attainment and achievement

<ul style="list-style-type: none"> <li><b>PRIORITY 1: 3.2 Raising attainment and achievement; 2.3 Learning, teaching and assessment</b></li> </ul>			
Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Attainment</b></p> <ul style="list-style-type: none"> <li>Regular well-being and attainment meetings</li> <li>Target-setting with pupils and discussions at 6-monthly parent consultations</li> </ul> <p><b>Tracking and Monitoring</b></p> <ul style="list-style-type: none"> <li>N&amp;M, Literacy and HWB tracking</li> <li>Termly tracking meeting to discuss pupil attainment and achievement</li> <li>Pupil support team to attend and discuss ASN pupils</li> <li></li> </ul> <p><b>High quality observations</b></p> <ul style="list-style-type: none"> <li>Develop our use of observations and effective questioning to understand our learners' abilities and stage of development</li> </ul> <p><b>Pedagogy</b></p> <ul style="list-style-type: none"> <li>'<i>Adventures with Alice</i>' resource focusing on 'The Six Golden Threads of Pedagogy - Curiosity, Connection, Language Development, Thinking, Creativity and Wellbeing</li> </ul> <p><b>Literacy Academy</b></p> <ul style="list-style-type: none"> <li>Deeper understanding of child development and links to literacy development and Curriculum for Excellence</li> </ul>	<p><b>Raising Attainment Driver</b></p> <ul style="list-style-type: none"> <li>Early Level attainment at Primary 1</li> <li>Attainment in Writing for the BGE</li> <li>Closing the poverty related attainment gap for our most disadvantaged learners</li> <li>Closing the gender related attainment gap</li> <li>Improving transitions for pupils at BGE S1-S3.</li> </ul> <p><b>NIF Driver</b></p> <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>	<p>All stakeholders have responsibility for improving children's learning opportunities</p> <p>All practitioners – new focus every 2 months</p> <p>Nicole Porter session 2021-22 Cascade learning and approaches to team Lead literacy</p>	<ul style="list-style-type: none"> <li>Improve attainment across the nursery</li> <li>Develop leadership capacity in SEYPs</li> <li>Empower SWs, EYPs and SEYPs as leaders of learning</li> <li>Close the gaps through effective tracking, planning and learning</li> <li>On-line, personal learning and collaboration techniques to increase confidence and understanding of pedagogy</li> <li>Embed in-built self-evaluation</li> <li>Stronger picture of attainment leading to timely interventions and support.</li> </ul> <ul style="list-style-type: none"> <li>Effective adult learning positively impacting on children's experiences and attainment</li> <li>Engaging with theory, research and thinking to increase and improve practice</li> </ul> <ul style="list-style-type: none"> <li>Deeper understanding of child development and links to literacy development and Curriculum for Excellence</li> <li>High quality play experiences and interactions embed the development of literacy skills</li> </ul>

<p><b>Numeracy Academy</b></p> <ul style="list-style-type: none"> <li>• Clearer understanding of the development of numeracy in the early years and how SEAL relates to the East Lothian Framework</li> </ul> <p><b>Building Early Years Leadership</b></p> <ul style="list-style-type: none"> <li>• Develop leadership skills in line with HGIOELC 1.1-1.5 and the National Standard</li> <li>• Direct staff team to lead change, identifying individuals' strengths and empowering others</li> </ul>	<p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• Learning</li> <li>• Relationships</li> </ul>	<p>development within Law PS Nursery</p> <p>Becky Marr October – December 2021 Collaborate with Jessica Stockford to cascade learning and approaches to team</p> <p>Naghmana Sajjad October – May 2022</p>	<ul style="list-style-type: none"> <li>• Children's progress and next steps are identified and evidenced</li> <li>• Adults are confident to support children's conceptual development in play and real-life situations</li> <li>• Children's progress and next steps are identified and evidenced</li> <li>• Staff feel empowered to undertake CPD which has positive impact on children's development</li> </ul>

• **PRIORITY 2: Develop High Quality 1140 Hours Practice 1.3 Leadership of change**

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Building the staff team and creating shared understanding of ethos, values and practices</b></p> <p>Use <i>ELCC National Induction Resource</i>, June 2021 focusing on GIRFEC, HGIOELC, Realising the Ambition, Health and Social Care Standards &amp; SSSC Code of Practice</p> <p>Develop shared understanding of <b>inclusive, nurturing approaches</b> across the setting</p> <p>Foster reliable, predictable and consistent <b>relationships</b> with colleagues, children and families</p> <p>Use explicit <b>language of emotion</b> for adults and children <a href="https://teamelcwellbeinghub.org/support">https://teamelcwellbeinghub.org/support</a></p> <p>Use ‘Setting the Table’ to ensure healthy and nutritious snacks, meals and drinks are offered and that children are involved in making <b>positive food choices</b></p> <p>Review and edit current <b>policies</b> to ensure that everyone has clear working knowledge</p> <p>Use <b>key documents</b> e.g. Quality Assurance Guidance, 2020 to drive improvement; ensure regular recording and self-evaluation at all levels</p> <p>Maintain <b>Covid-secure practices</b> to mitigate risks and keep everyone safe</p>	<p><b>Raising Attainment Driver</b></p> <ul style="list-style-type: none"> <li>• Early Level attainment at Primary 1</li> <li>• Attainment in Writing for the BGE</li> <li>• Closing the poverty related attainment gap for our most disadvantaged learners</li> <li>• Closing the gender related attainment gap</li> <li>• Improving transitions for pupils at BGE S1-S3.</li> </ul> <p><b>NIF Driver</b></p> <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> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> </ul>	<p>DHT overview</p> <p>SEYPs lead in each room</p> <p>All staff – on-going process throughout first 1140 year</p>	<p>Regular discussions and self-evaluation to gather evidence of improvement and plan further developments</p> <p>Shared ethos and up-skilled, more confident practitioners</p> <p>Children feel safe, secure and nurtured</p> <p>Children’s needs are met</p> <p>Parents and carers feel valued and welcomed even though Covid-secure mitigations are in place</p> <p>Children with blended placement transition easily between their ELCC settings</p>

<p>Further develop <b>relationships with partner settings</b> offering blended placements</p> <p>Focus <b>upon parental engagement</b> and re-instate Parent Supporters Group. Look to improve communication; engagement with learning profiles; review of wellbeing meetings; parental involvement e.g. digital workshops/'stay and play'</p> <p><a href="#">Early Learning and Childcare - Professional Development (google.com)</a></p> <p><a href="#">Early Learning and Childcare (google.com)</a></p> <p>All staff to engage with on-line learning, Learnpro modules and mandatory training</p>	<ul style="list-style-type: none"> <li>• Learning</li> <li>• Relationships</li> </ul>		



• **PRIORITY 3: UNCRC 3.1 Inclusion, equality and wellbeing**

Actions	Drivers for Improvement (highlight)	When/Who	Impact/Evidence
<p><b>Shared understanding of Children’s Rights into nursery community</b></p> <ul style="list-style-type: none"> <li>• Develop Rights Respecting School Early Level Committee</li> <li>• Provide learning opportunities for children &amp; information for parents/carers</li> <li>• Make explicit links in termly planning and share with parents/carers</li> </ul> <p><b><u>United Conventions on the Rights of the Child (UNCRC) – Incorporation in to Scots Law</u></b></p> <p>UN Convention on the Rights of the Child (Incorporation) (Scotland) Bill was passed by the Scottish Parliament in early 2021 with full enactment likely to be progressed in late 2021. As a result, all Public Authorities including Local Authorities (and schools) have been asked to progress planning towards full incorporation building on existing good practice in relation to Children’s Rights such as Rights Respecting Schools. Schools will be expected to incorporate UNCRC in to all school developments. To support this, schools will ensure all staff have the opportunity to engage with National Training materials and consider how this can be embedded in to their day to day practice.</p>	<p><b>NIF Driver</b></p> <ol style="list-style-type: none"> <li>1 School leadership</li> <li>2 <b>Teacher professionalism</b></li> <li>3 Parental engagement</li> <li>4 Assessment of children's progress</li> <li>5 <b>School improvement</b></li> <li>6 <b>Performance information</b></li> </ol> <p><b>East Lothian Sails</b></p> <ul style="list-style-type: none"> <li>• Leadership</li> <li>• <b>Learning</b></li> <li>• <b>Relationships</b></li> </ul>	<p>Sally Penman</p> <p>Jess Stockford lead focus group with children, staff and parents/carers Liaise with SP termly</p> <p>Share planning and developments with parents/carers - termly</p>	<ul style="list-style-type: none"> <li>• School working towards Gold level.</li> <li>• All staff will be fully conversant with the new legislation and will incorporate into the curriculum and planning.</li> <li>• Embed UNCRC into termly planning</li> <li>• Parents/carers increase knowledge and awareness of UNCRC</li> <li>• Children feel safe, happy and respected growing up in a safer community</li> </ul>



