

# Education – Improvement Planning Document 2023-24

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Establishment Name:

Duchal Nursery School

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Signatures:

Head of Establishment	Victoria Gheur	Date	6/23
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Quality Improvement Officer		Date	
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# Our Vision, Values and Aims

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## Our Values and aims:

All members of staff endeavour to provide a stable, caring, happy and stimulating environment where children are enabled to reach their full potential.

We aim to achieve this by:

1. Creating an environment where children feel secure and eager to learn.
2. Encouraging the social, emotional, physical, creative and intellectual development of children.
3. Providing a broad, balanced, appropriate and stimulating curriculum, which includes activities and experiences, geared to the individual child.
4. Working in partnership with parents/carers in an open and honest way.
5. Promoting equal opportunities for all children regardless of their race, religion, colour or personal circumstances.
6. Raising awareness of the multicultural nature of society by providing positive images of different ethnic minorities and cultures
7. Developing and maintaining strong links with other agencies and professional.

Managing the nursery effectively with a dedicated team working towards providing a high-quality service, using effective quality assurance procedures and continual self-evaluation.

# 3 Year Overview of Establishment Priorities

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The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2023-2024

Session 2024-2025

Session 2025-2026

# Overview of rolling three-year plan

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National Priorities	Session 2023-2024	Session 2024-2025	Session 2025-2026
Improvements in attainment, particularly in literacy and numeracy	<p>Continue to focus on outdoor learning and Forest Friday's will further embed literacy, numeracy and health and wellbeing.</p> <p>Continue with daily rhyme time to assist literacy.</p>	<p>CPD on Froebelian approach. Keep up to date with government initiatives and continue to prioritise attainment across the curriculum.</p>	<p>Monitor impacts of Froebel lending training</p> <p>Upgrade learning library and consider learning packs focused on numeracy and literacy.</p>
Closing the attainment gap between the most and least disadvantaged children	<p>Learning journals tracking identifies areas of the curriculum needing focus. Continue to ensure excellent communication with families to ensure they feel fully involved in the nursery.</p>	<p>Progression pathways training</p> <p>Parent led learning opportunities to further develop engagement - stay and play, baking sessions etc.</p>	<p>Continue to promote family engagement and community involvement</p>
Improvement in children and young people's health and wellbeing	<p>Embed loose part Mindfulness and daily yoga</p>	<p>Continue to embed play pedagogy and loose parts in all aspects of the nursery</p>	<p>Further develop enabling environments that promote health and well-being.</p>
Improvement in employability skills and sustained positive school leaver destinations for all young people	<p>Continue to improve outdoor spaces and continue to increase loose parts play outside. Using the forest to enhance creativity and risk assessing.</p>	<p>Intergenerational project with either colourful Kilmacolm or Thursday walkers.</p>	<p>Upskill staff to embed digital approaches across the curriculum</p>
Placing the human rights and needs of every child and young person at the centre of education	<p>Continue to focus on GIRFEC and a holistic approach to health and well-being.</p> <p>Jan 24 introduce a right a week at registration.</p>	<p>Keep up to date with government initiatives and guidance</p>	<p>Use reflective practice to help develop staff understanding of children's rights. Work collegiality with local nurseries to share practice.</p>

## *Stakeholder's views*

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How were stakeholders views collected?

Stakeholder views were collected from parents through a survey monkey questionnaire. Our school improvement and quality assurance process capture staff views.

# Plan –Session 2023-2024

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy Improvements in attainment, particularly in literacy and numeracy			
<b>NIF Driver</b> Parental engagement Teacher professionalism	<b>HGIOS/ELC QIs</b> 2.3 Learning, teaching and assessment 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion	<b>UNCRC</b> Article 3 (Best interests of the child): Article 12 (Respect for the views of the child):	
<b>Rationale for change based self- evaluation including data and stakeholder views</b>			
<i>The implementation of rhyme time in nursery last academic session has been received well and parent feedback has led us to keep this in the daily planning.</i>			
<b>Expected outcomes for learners - Who? By how much? By when? What?</b>			
Quality staff delivering high quality tailored experiences across the curriculum			
Further embed ICT in literacy and numeracy and increase staff confidence			

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>RAG</b>	<b>Those involved/responsible – including partners</b>	<b>Resources and staff development</b>
Continue to monitor curriculum areas needing targeted	ongoing		<b>All staff</b>	Learning Journals and weekly outcomes to be met.
Daily rhyme time	ongoing		All staff	Web based ideas
Makiton training	Dec		1 staff member	Online course

### **Measure of Impact: What we will see and where?**

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- By June 24 Children will be confident in literacy and numeracy making their transition to school seamless.
- By December 23 literacy and numeracy will continue to be central in the curriculum
- Qualitative data from staff observations, professional dialogues with staff and reporting to parents – all year.

<b>Priority 2</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School Improvement Assessment of children's progress	<u>HGIOS/ELC QIs</u> 2.1 Safeguarding and child protection 3.1 Ensuring wellbeing, equality and inclusion 2.3 Learning, teaching and assessment	<b>UNCRC</b> Article 3 (Best interests of the child): Article 12 (Respect for the views of the child):
<b>Rationale for change based self- evaluation including data and stakeholder views</b>		
<i>Reflection from staff and children has led us to increase mindfulness and breathing techniques and introduce daily yoga.</i>		
<b>Expected outcomes for learners - Who? By how much? By when? What?</b>		
<ul style="list-style-type: none"> <li>• By October 2023 a new initiative of stay and play/share your skills will increase parent participation in the nursery</li> <li>• All children will have the opportunity to engage in high quality outdoor learning</li> <li>• Children will be confident with their emotions and develop positive relationships with each other and staff.</li> </ul>		

<b>Tasks to achieve priority</b>	<b>Timescale</b>	<b>RAG</b>	<b>Those involved/responsible – including partners</b>	<b>Resources and staff development</b>
Planning will highlight experiences and outcomes to be targeted.	From August 23		<b>All staff</b>	Learning Journals
Parental attendance will increase.	From October 23		Head Teacher	Parent communication

<b>Measure of Impact: What we will see and where?</b>
How will we measure this? What does “better” look like? How will we recognise better when we see it?
<ul style="list-style-type: none"> <li>• Better communication with families measured by participation in nursery activities</li> <li>• Minutes of staff meetings will show improvement</li> <li>• Self-evaluation will continue to improve staff confidence</li> </ul>



<b>Priority 3</b> Closing the attainment gap between the most and least disadvantaged children and young people		
<b>NIF Driver</b> Assessment of children's progress Parental engagement	<b>HGIOS/ELC QIs</b> 3.2 Raising attainment and achievement 3.1 Ensuring wellbeing, equality and inclusion 1.2 Leadership of learning	<b>UNCRC</b> Article 3 (Best interests of the child): Article 28: (Right to education):
Rationale for change based self- evaluation including data and stakeholder views		
Expected outcomes for learners - Who? By how much? By when? What?		
Family learning will be promoted. Positive approach to sharing information between home and nursery. More digital learning through a digital strategy		
Skilled staff will identify additional support needs. All children will feel heard, safe and included.		

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Individual tracking of curriculum areas needing focus	ongoing		All staff	Learning journals
Personalised support for all families	ongoing		All staff	Open door communication

**Measure of Impact: What we will see and where?**

How will we measure this? What does “better” look like? How will we recognise better when we see it?

- Through reflective practice and professional dialogue daily and through learning journals