



**IMPROVEMENT PLAN  
2016 - 2017**

FOR

**New Pitsligo and  
St. Johns School Nursery**



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

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

***Our vision is to ensure all pupil are safe, healthy, achieving, nurtured, active, respected, responsible and included, so that each individual can be fulfilled and reach their full potential within a supportive and proactive community.***

## E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- How are we doing?
- How do we know?
- What are we going to do now?

Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation.



New Pitsligo Nursery will use How Good is Our Early Learning and Childcare and Building the Ambition to support self-evaluation.



# Improvement Plan

<b>Improvement Focus No.</b>	<b>1</b>	<b>Develop the learning environment, including outdoor opportunities and focusing on the new nursery extension and development</b>			
<b>Identified Theme Session 16/17</b>	<b>Key QI's for Improvement Focus One</b>				
	<ul style="list-style-type: none"> <li>• 1.5</li> <li>• 2.3</li> </ul>				
<b>Actions</b>	<b>Who will take this forward at New Pitsligo Nursery?</b>	<b>Intended Outcome (s) / Impact What will change for Children at New Pitsligo Nursery?</b>	<b>How will we measure?</b>	<b>Expected completion date</b>	<b>Progress check</b>
Use the learning wall to evidence developments within the indoor learning environment.	EYPs EYLP	<ul style="list-style-type: none"> <li>• Wide range of examples, evidencing improvements to the learning environment in response to the needs of the children.</li> </ul>	Photographic evidence will be visible on the learning wall Children's comments on the learning environment	- Learning wall created Jan 17 - Audit of progress end of term 3	
Use selected statements from Building the Ambition to support the environment. For example: 'Use internal spaces flexibly as children test out their possibilities...is well organised to allow young children the freedom to select equipment and materials that they wish'	EYPs EYLP PT to support	<ul style="list-style-type: none"> <li>• Children's learning experiences will improve as a result of an enhanced environment which is inviting and stimulating for all children.</li> </ul>	Progress/evidence will be included in a big book/improvement display  Evidence of professional engagement/reading of BtA in staff CPD	- End of term 3	





## Improvement Plan

<p>All practitioners to take responsibility for leadership at all levels. For example, one team member should have a designated responsibility to evaluate and improve one aspect or area of the learning environment such as the book corner or wet area.</p>	<p>EYPs EYLP to support PT to support</p>	<ul style="list-style-type: none"> <li>Children will have access to high quality learning experiences across the curriculum</li> </ul>	<p>Staff to record the development of these areas as part of their CPD</p> <p>EYLP to record photographic evidence of the developing environment</p> <p>Rota/designated responsibility to be recorded on planning documentation</p>	<p>- Beginning of term 4</p>	
<p>Include real-life materials in the indoor environment e.g. real packaging/coins in role-play 'shop'</p>	<p>EYPs EYLP</p>	<ul style="list-style-type: none"> <li>Children have the opportunity to explore learning and make sense of world through real-life contexts. They begin to understand the importance and relevance of skills.</li> </ul>	<p>Most weekly plans will show evidence of real-life materials within a variety of contexts.</p>	<p>- Ongoing throughout the session</p>	
<p>Utilise the outdoor spaces of the 'woods' 'courtyard' and 'outdoor equipment area' to develop outdoor experiences.</p> <p>Audit resources in the outdoor shed.</p>	<p>EYPs EYLP</p>	<ul style="list-style-type: none"> <li>Children get daily opportunities to have a variety of experiences outdoors including scope for physical development as well as exploring natural resources.</li> </ul>	<p>Most weekly plans will show planned learning for the outdoors.</p> <p>Consider the use of an outdoor book display in the parent information area.</p>	<p>- Term 3</p>	
<p>Consider attending some focused learning visits prior to the new Nursery extension, including 2's provisions.</p>	<p>EYLP/HT</p>	<ul style="list-style-type: none"> <li>Children will have an enriched learning environment taking account of the children's different stages of development.</li> </ul>	<p>Evidence of learning visit experiences visible in new environment.</p>	<p>- End of term 4</p>	



## Improvement Plan

All practitioners to begin to engage with professional reading such as 'This is how we do it' or 'What does it mean to be 3?' in supporting their responsibilities within the learning environment.	EYPS EYLP to support PT to support LA to support by providing reading materials	<ul style="list-style-type: none"><li>Children's learning opportunities will improve through the continued professional development of all staff.</li></ul>	Staff will record this in their CPD.  Professional reading will be visible and in practice within the setting.	- End of term 4/start of next session in new nursery	
---	--	---	--	--	--

### Evidence of Progress / Comments / Next Steps

Date	
Date	
Date	
Date	





## Improvement Plan

<b>Improvement Focus No.</b>	<b>2</b>	<b>Develop professional opportunities to help all staff to improve the Curriculum</b>			
<b>Identified Theme Session 16/17</b>	<b>Key QI's for Improvement Focus One</b>				
	<ul style="list-style-type: none"> <li>• 2.2</li> <li>• 2.3</li> <li>• 1.1</li> </ul>				
<b>Actions</b>	<b>Who will take this forward at New Pitsligo Nursery?</b>	<b>Intended Outcome (s) / Impact What will change for Children at New Pitsligo Nursery?</b>	<b>How will we measure?</b>	<b>Expected completion date</b>	<b>Progress check</b>
<p>EYPs to attend LA curriculum training 'Understanding the Early Level Curriculum' at the Feb in-service day.</p> <p>EYLP to work with EYPs on development day at the Feb in-service focusing on curriculum development.</p>	<p>EYPs</p> <p>PT/HT to support EYLP to lead EYP to implement</p>	<ul style="list-style-type: none"> <li>• Children will engage with a variety of experiences across the curriculum</li> </ul>	<p>Attendance at training input</p> <p>Planned experiences clearly documenting the learning or curricular focus</p>	- Feb 2017	



## Improvement Plan

<p>Design principles to be displayed in the planning area. Focus on one principle at a time. Use support principle cards to aid understanding of each principle.</p> <p>Ensure design principles are adhered to within planning format.</p>	<p>PT to support EYLP/HT to audit planning EYP</p>	<ul style="list-style-type: none"> <li>Children will be able to have access to experiences which are relevant, appropriately challenged, be able to draw and apply different elements of their learning as well as enjoying their learning</li> </ul>	<p>Design Principles will be visible in environment.</p> <p>Evidence of principles will be clear in planning.</p>	<p>- Beginning of term 4</p>	
<p>Use Aberdeenshire's Progression Frameworks as a planning tool to track children's progress.</p>	<p>PT to support EYLP to work with EYPs on frameworks</p>	<ul style="list-style-type: none"> <li>Improvements will be made to monitoring children's progress and achievements</li> </ul>	<p>Curriculum framework statements or 'I cans' will be recorded in planning</p>	<p>- Start of next session</p>	
<p>LA staff to facilitate 'effective observation leading to effective assessment' input from the National Improvement Hub to support practitioner observations.</p>	<p>LA EYLP, EYPs</p>	<ul style="list-style-type: none"> <li>Children's achievements and learning will be recorded with appropriate next steps created</li> </ul>	<p>Progress will be tracked in individual learning journeys/profiles</p>	<p>- Start of next session</p>	
<p>Use quality questioning to prompt learners problem solving skills e.g. what would happen if...</p>	<p>PT to support EYLP EYPs</p>	<ul style="list-style-type: none"> <li>Children's enquiry and curiosity is encouraged through quality questioning. Quality questioning will support recorded observations in profiles.</li> </ul>	<p>Questioning stems to be displayed on walls or create individual practitioner cards</p>	<p>- Term 4</p>	



## Improvement Plan

EYLP/PT to continue to monitor the new planning wall/format and adapt as necessary. Look at different planning formats and ensure principles are adhered to.	PT to support EYLP HT to monitor or QA planning	<ul style="list-style-type: none"><li>Children's experiences will result from a planning approach that reflects a balance between child-led learning and planned curricular opportunities.</li></ul>	Planning formats will be recorded	- ongoing throughout the session	
<b>Evidence of Progress / Comments / Next Steps</b>					
Date					
Date					
Date:					
Date					







## Improvement Plan

<b>Improvement Focus No.</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Further develop self-evaluation to improve outcomes for children’s learning</li> </ul>			
<b>Identified Theme Session 16/17</b>	<b>Key QI’s for Improvement Focus One</b> <ul style="list-style-type: none"> <li>• 1.1</li> <li>• 1.2</li> <li>• 1.3</li> </ul>				
<b>Actions</b>	<b>Who will take this forward at New Pitsligo Nursery?</b>	<b>Intended Outcome (s) / Impact What will change for Children at New Pitsligo Nursery?</b>	<b>How will we measure?</b>	<b>Expected completion date</b>	<b>Progress check</b>
EYLP to continue to attend network meetings on HGIOELC to support the setting on their use of a self-evaluation calendar and improvement planning strategies.  EYPs to attend HGIOELC inputs wherever possible.	EYLP EYP PT to support	<ul style="list-style-type: none"> <li>• Adapt, where appropriate, self-evaluation calendar in line with HGIOELC to show how self-evaluation is leading to improvements for children.</li> </ul>	Auditing the self-evaluation calendar	- Ongoing	
Focus on QI 2.2 and 2.3 in supporting the learning environment and curriculum. Use the challenge questions to support the learning wall in reflecting and improving practice.	EYLP EYPs PT to support	<ul style="list-style-type: none"> <li>• Continued self-evaluation will lead to developing the curriculum and an improved learning environment for children.</li> </ul>	Evidence on the learning wall/improvement book	- Throughout the session	





## Improvement Plan

Continue to build self-evaluation within the team, on a regular basis to lead to improvements for all learners. Ensure daily evaluations are completed on planning template.	EYLP EYPs	<ul style="list-style-type: none"> <li>Self-evaluation will lead to improvements for children's learning across the curriculum</li> <li>A range of evidence will be collected, practitioners will monitor changes put in place to ensure impact on children's learning and experiences.</li> </ul>	All staff will embed self-evaluation into their daily practice.	- Throughout the session	
Use Building the Ambition as a reflective tool to support and develop the learning environment.	EYLP EYPs	<ul style="list-style-type: none"> <li>The learning environment will be improved to provide a range of stimulating and enriching experiences for children.</li> </ul>	Photographs/children's comments etc. will be collected to evidence progress against BtA	- Ongoing through the session	
Implement either an improvement wall or big book to evidence self-evaluation and improvements.	EYLP EYP LA to support	<ul style="list-style-type: none"> <li>Self-evaluation will become embedded into practice and therefore improve experiences as a whole for the children.</li> </ul>	Fortnightly/monthly check on big book or wall to ensure progress.	- Term 3/4	

### Evidence of Progress / Comments / Next Steps

Date	
Date	
Date:	
Date	

