***East Dunbartonshire : Education Service***17

**Improvement Planning**

**Guidance for Schools and Establishments 2019**

**Developing a manageable, measureable annual improvement plan**

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners. Your local authority will give you further advice on this including the format of the plan.

The school improvement plan should include the following:

* priorities clearly linked to NIF drivers and HGIOS?4 quality indicators (QIs);
* measurable outcomes which focus on learning, achievement and wellbeing;
* clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
* clear links to CLPL and professional enquiry;
* clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
* clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
* measures of success which include performance data, quality indicators and stakeholders’ views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Schools should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

*Section 1*

**Vision, Values and Aims**

We actively engage in providing an education of the highest quality, offering breadth and balance across the curriculum. Providing highly qualified staff who can effectively use their expertise offering a wide variety of resources.

**We have fun at nursery, Yes oh yes we do, We make friends everyday, Yes oh yes we do**

**With Shanarri here, Outdoor play there, Helpful ladies everywhere**

**We learn lots at nursery , Yes oh yes we do**

**We choose what we want to learn, yes oh yes we do**

**We are learning while we play, yes oh yes we do**

**Number here, letters there, Health and wellbeing everywhere**

**We are creative everyday, yes oh yes we do**

We actively engage in providing an education of the highest quality, offering breadth and balance across the curriculum. Providing highly qualified staff who can effectively use their expertise offering a wide variety of resources.

**B**uilding on children’s knowledge, **I**n the heart of the local village

**S**afe, Healthy, Achieving, nurtured, active, respected, responsible and included

**H**appy and Stimulating environment, **O**pportunities for outdoor learning is paramount

**P**roving Praise and Encouragement, **B**uilding the Ambition

**R**eflecting on what we have learned, **I**nclusion for all

**G**ood links with the community, **G**etting it Right for Every Child

**S**upport and Challenging Children

**V**aluing everyone’s contributions, **I**nspiring young minds

**L**ife long learning, **L**earning through play

**A**spiring ideas, **G**reat relationships are built and partnership work is best

**E**quity

**N**urturing Environment, **U**nique

**R**esponsive to individuals needs, **S**uccessful Learners

**E**ffective Contributors, **R**esponsible Citizens

**Y**oung Confident Individuals

**Attainment Profile including Pupil Equity Fund- Detail the context of the school in relation to SIMD and the attainment profile referencing PEF**

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|  | IMPROVEMENT PRIORITY | TARGETS |
| 1 | Parental/ Family Engagement | We will work to develop our parental engagement, through our stay and play sessions. We will plan to make them more focussed using the children and parents/carers feedback. We also plan to hold more curriculum/ information days to inform the parents/carers. |
| 2 | Developing natural/open ended real resources | To create a nursery environment where children can explore natural/open ended resources. This will enable high quality engagement and interactions. The nursery will engage the children and parents when updating resources. |
| 3 | Develop literacy and numeracy in the outdoor area/ work with the primary school to develop early literacy skills in boys | To create a nursery environment where children can make good progress in early literacy and numeracy skills. Staff will make good use of the document ‘My World Outdoors’. We will also work closely with a primary school bridging the early literacy gap in boys. |

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| **Improvement Priority** | **NIF Priority** | | | | **NIF Drivers** | | **EDC NIF Action Plan** | | | **Overall Responsibility** | |
|  |  | | | |  | |  | | |  | |
| Tasks/Action Required *This action breaks targets into specific tasks and actions that need to be undertaken by named individuals or groups.* | | **Timescale (by ….)**  *This should have clear timescales* | | **Resource Requirements**  *What do you need to complete the task?, (people, material, time)* | | **Person Responsible** | | **Monitoring and Evaluation Arrangements**  *How will you know and what is the impact?* | | | **Progress**  *This should be updated on a regular basis with clear detail on what has been achieved.* |
| Focussed Stay and Play calendar made for the year and given to parents at the beginning of term | | **Aug 19** | | **Time, Staff, Manager, feedback** | | **All Staff** | | **Stay and play feedback, Parental involvement during the year** | | |  |
| Plan three sessions throughout the year to give parents more information such as a day in the life of nursery, literacy day, numeracy day etc | | **Aug 19-Aug 20** | | **Time, Staff, Manager, feedback** | | **All Staff** | | **Parental involved at the sessions, Feedback from the sessions** | | |  |
| **When resources are needing replaced consult with the children and parents/carers to decide what natural/open ended resources are needed.** | | **Aug 2020** | | **Time, Money, Feedback** | | **All Staff** | | **When required discussions about resources and children’s engagement and involvement** | | |  |
| **To develop the outdoor area providing more literacy and numeracy resources and experiences. Time to read ‘My world Outdoors’** | | **Aug 2020** | | **time, money,resources**  **guided reading** | | **All Staff** | | **Children engaged in literacy and numeracy outdoors** | | |  |
| **To discuss with St Matthews Primary School as they have identified a gap in early literacy in boys** | | **Aug 2020** | | **Time** | | **Manager/All staff** | | **Working closely with primary school, boys engagement in early literacy.** | | |  |
| **Leadership and Parental Engagement Opportunities** | | | | | | | | | | | |
| Staff | |  | |  | |  | |  | | |  |
| Pupil *Detail pupils involvement in task if relevant.* | |  | |  | |  | |  | | |  |
| Parental Engagement*Detail how parents are involved.* | |  | |  | |  | |  | | |  |
| **Resource Requirements** | | | **Cluster/Partnership Funding – detailed breakdown**  **PEF funding – detailed breakdown** | | | | | | **Professional Learning** | | |