



**POST INSPECTION IMPROVEMENT PLAN
2017 - 2018**

FOR

**Banff Primary School
Early Learning & Childcare Nursery Class**



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"

Banff Primary School

School's Vision Statement

At our school, we want everyone to be happy, challenged, encouraged, supported, confident and heard.

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.



The priorities for improvement contained in the Improvement Plan for 2017 – 18 reflect this process and the priorities identified locally and nationally.



Improvement Plan

Improvement Focus No.	1	Leadership and Management		
Identified Theme (From S&Q / Self-Evaluation)		Leadership of Change QI:1.3 <i>Developing a shared vision, values and aims relevant to the school and its community.</i> <i>Strategic planning for continuous improvement.</i> <i>Implementing improvement and change.</i>		
Actions	Intended Outcome (s) / Impact	How will you measure success?	By Whom & When	
Head Teacher/SLT to create Quality Assurance calendar for Nursery. Leadership meetings planned with Head Teacher, Early Years lead Practitioners and Principle Teacher to focus on areas identified on improvement plan. Early Years Team meetings with Head Teacher to focus on improvements.	Senior leadership consistently provide strategic direction to ensure practitioners are effectively supported to deliver high quality ELC. Senior leaders create conditions where all practitioners feel confident to initiate change and share responsibility for the process of change.	Quality Assurance calendar in place and used effectively. Minutes of meetings with evidence of progress and impact on delivery of high quality ELC.	Head Teacher Principle Teacher EYLP EYP June 2018	
Vision, Values and aims to be reviewed and agreed for our setting and community by all stakeholders. Improvement plan created clearly identifying improvement priorities created with clear timescales. Quality Assurance calendar to ensure evaluation of impact and progress reviewed regularly and next steps identified.	Vision, Values and aims for our setting that reflects aspirations of children, parents, staff and partners. Improvement plan priorities clearly linked to current research about quality in early learning and childcare. All practitioners and SLT show a strong personal and collective commitment to our vision.	Vision Values and aims agreed and evident in EL setting. Improvement plan in place with clearly identified timescales. Monthly Improvement plan progress meetings to evaluate impact and progress.	Head Teacher Principle Teacher EYLP EYP Children Parents Partners November 2017	



Improvement Plan

<p>Identify strengths of practitioners and areas of interest and development. Provide opportunities for practitioners to lead in the setting – areas of the curriculum e.g outdoor learning.</p>	<p>Senior Leaders empower practitioners to take ownership and lead across the early years setting.</p>	<p>Evidence of practitioners leading in learning activities through planning and observation.</p>	<p>Head Teacher EYLP EYP November 2017</p>
<p>Learning and teaching twilight sessions to be provide to all practitioners by QIO Early Years. All practitioners to take part in 'Visible Learning' INSET days with whole school. SLT to communicate training available through ALDO and external providers and encourage practitioners to participate according to identified training needs and interests. PRD with practitioners to identify training needs.</p>	<p>All practitioners participate in high quality individual and professional learning which improves outcomes for children and families.</p>	<p>Participation in learning and teaching twilights and evidence of impact in practice. Practitioners engaging in training and evidence of impact in practice.</p>	
<p>EYLP's to visit other ELC settings to observe practice on use of HGIOELC to support self-evaluation. HGIOELC challenge questions to be used for self-evaluation and evidence gathering. All practitioners to become familiar with HGIOELC. Big Floor Book to be used to record evidence along with Book Creator app.</p>	<p>Effective self-evaluation developed that is sufficiently robust to ensure improvements are based on sound judgements. Practitioners are confidently using How good is our Early Learning and Childcare to support self-evaluation.</p>	<p>Self-evaluation by all practitioner's evidence gathered in 'Big Book'. HGIOELC challenge questions used to support self-evaluation. SLT monitor and observation in ELC. SLT provide clear feedback to practitioners to support improvement.</p>	<p>HT EYLP EYP PT June 2018</p>



Improvement Plan

<p>EYLP's to visit other ELC settings to observe practice on planning. PT to support the review and development of streamlined planning of learning in the ELC. Aberdeenshire progression frameworks and benchmarks to be used to support planning and target setting for individuals.</p>	<p>Planning is more streamlined and robust. It strongly reflects children's interests and shows how practitioners effectively respond to and promote their creativity, inquiry and curiosity. Tracking and monitoring children's progress to follow clear progression pathway and plan for next steps developed to include target setting.</p>	<p>New streamlined planning in place and used effectively to impact on children's learning. School tracking and monitoring extended to ELC to demonstrate evidence of children's progress.</p>	<p>HT EYLP EYP PT November 2017</p>
<p>SLT to liaise with providers of split placements to share information and plan for children's needs. Early intervention by planning for the needs of children who find the nursery environment challenging. Liaise with parents and other professionals to adapt the learning environment and provide the support needed.</p>	<p>Senior Leadership provide clear guidance on managing split placements and supporting children who find the environment challenging.</p>	<p>Minutes of dialogue/meetings with partner providers. MAAP meeting minutes. Children's plans in place where appropriate, regularly reviewed and adapted.</p>	<p>HT EYLP EYP PT December 2017</p>

Evidence of Progress / Comments / Next Steps

Date	
Date	
Date:	
Date	





Improvement Plan

Improvement Focus No.	2	Learning Provision (Including Improving Transitions)		
Identified Theme (From S&Q / Self-Evaluation)		Learning, Teaching and Assessment QI: 2.3 Curriculum QI: 2.2 -Theme: Learning Pathways and Development Pathways Partnerships QI: 2.7 -Theme: Impact on Learners – Parental Engagement		
Actions		Intended Outcome/ Impact	How will you measure success?	By Whom & When?
<p>Learning experiences to be reviewed to ensure it is well planned to meet the varying needs of the children and leads to high quality learning outcomes.</p> <ul style="list-style-type: none"> • Together times at the start of sessions. • During circle time • When children are preparing to go home. 		<p>All Learning experiences are appropriate for the children’s stage and development and adapted to meet their varying needs to provide rich, challenging experiences.</p>	<p>Observation of all children actively involved and engaged purposeful learning activities.</p>	<p>EYLP EYP November 2017</p>
<p>Learning experiences to be planed for to provide Opportunity for:</p> <ul style="list-style-type: none"> • Children to explore through music making experiences. • Children to engage in real life play contexts for developing their skills in learning life and work. • Children to have the use of digital technology more in their learning. • Children to be provided with challenge in their learning. 		<p>Children have the opportunity to engage in meaningful real-life play contexts and are developing skills in learning, life and work including use of digital technology.</p>	<p>Observation of children engaged in learning activities. Plans reflect real life learning activities and use of digital technology.</p>	<p>EYLP EYP November 2017</p>





Improvement Plan

<p>All EYLP and EYP's to:</p> <ul style="list-style-type: none">• Use skilled questioning to check children's knowledge and develop their play.• Interact purposefully in learning activities to support children's progress.	<p>Learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.</p>	<p>Observation of practitioners providing challenge and interacting purposefully to support children's progress.</p>	<p>HT PT EYLP EYP December 2017</p>
<p>All EYLP and EYP's to develop skills and knowledge in moderation and assessment of learning activities.</p> <ul style="list-style-type: none">• Assessment to focus on children's progress in learning.• Staff to become aware of national benchmarks and develop a shared understanding.• Assessment information to be recorded robustly and analysed to identify children's strengths and development needs.	<p>Assessment is an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children.</p>	<p>A range of assessment evidence to demonstrate a shared understanding of children's progress.</p>	<p>HT PT EYLP EYP December 2017</p>
<p>Learning Journals to be more focused on the individual child's learning.</p> <ul style="list-style-type: none">• Keyworker system• Assessment each week• Recording children's progress in learning• Shared understanding agreed with staff.	<p>Electronic records will be used effectively to share the individual child's learning and next steps in their development.</p>	<p>Observation/ monitoring of learning journals. Parental comments.</p>	<p>HT PT EYLP EYP December 2017</p>



Improvement Plan

<p>Planning to be reviewed and improved:</p> <ul style="list-style-type: none"> • Focused on learning and expected outcomes for children. • Planning to include individual and small groups of children. • Planning to be more specific to support the learning of individuals who need it. • Aberdeenshire progressions and benchmarks to be used to support planning. 	<p>Planning focused on children’s learning and expected outcomes for children’s progress. More specific individual planning in place to meet children’s needs.</p>	<p>Improved planning in place and having an impact on the learning needs of children.</p>	<p>HT PT EYLP EYP November 2017</p>
<p>Tracking and monitoring overview of children’s progress to be a focus of termly meetings with HT and EYLP’s. Targets to be set for expectations of children’s progress and reviewed each term. Assessment information to be analysed through use of benchmarks.</p>	<p>Tracking and monitoring of children’s progress is well-understood and used effectively to secure improved outcomes for all children.</p>	<p>Tracking and monitoring updated each term to demonstrate children’s progress.</p>	<p>HT PT EYLP EYP November 2017 February 2018 April 2018 June 2018</p>
<p>Curriculum planning to be reviewed to include:</p> <ul style="list-style-type: none"> • Learning context that provide depth and challenge. • Focus on developing children’s learning. • All areas of the curriculum – music and social subjects. • Partnerships with the local community to support learning and provide real life experiences. 	<p>Planning is focused on developing children’s learning to include learning contexts that provide depth and challenge. All areas of the curriculum are developed fully through the curriculum.</p>	<p>Monitoring of planning and observation of children’s learning by SLT.</p>	<p>HT PT EYLP EYP November 2017</p>
<p>Planned learning and progression should take account of the prior skills and knowledge of children returning to nursery for a second year.</p>	<p>Colleagues work collaboratively to plan for progression across the early level of Curriculum for Excellence so that children develop and learn.</p>	<p>Planning meetings and evidence of progression across early level.</p>	<p>HT PT EYLP EYP June 2018</p>



Improvement Plan

<p>Online profiles developed to share learning and individual progress and next steps with parents.</p> <ul style="list-style-type: none"> • All staff to be confident in use of the online profiles. • Online profiles to be shared with parents each term. • Parents to be notified when targets achieved with next steps. • Workshops to raise awareness and to encourage a greater level of parental engagement in learning at home and in the community. 	<p>Online profiles developed to share learning and clearly identified next steps with parents.</p> <p>Parental engagement with children's learning in nursery, at home and in the community is having an impact of the children's learning and development.</p>	<p>Online profiles and parental feedback.</p>	<p>HT PT EYLP EYP June 2018</p>
---	---	---	---

Evidence of Progress / Comments / Next Steps

Date:	
Date:	
Date:	
Date	



Improvement Plan

Improvement Focus No.	3	Wellbeing, Equality and Inclusion		
Identified Theme (From S&Q / Self-Evaluation)		Ensuring wellbeing, equality and inclusion QI: 3.1		
Actions		Intended Outcome/ Impact	How will you measure success?	By whom and When?
SLT to provide guidance and support to improve the tracking and monitoring of children with additional support needs.		Improved tracking and monitoring in place to demonstrate the progress of children with additional support needs.	Tracking and monitoring in place and updated termly.	HT EYLP June 2018
Head Teacher to develop an in depth overview of the needs of the children in nursery. All staff to have a good understanding of children who require support to make progress in their learning. IEP's/Care Plans with SMART targets set with parents and reviewed regularly.		Effective relationships developed between the nursery team and other agencies and professionals to support the children's needs to ensure maximum improved outcomes.	Overview of the needs of the children and evidence of the support provided.	HT EYLP June 2018
Nursery staff to receive training on restorative approaches and encourage this in nursery		Nursery staff have an awareness of restorative approaches and encourage children to explore ideas about fairness and of children's rights.	Evidence of restorative approaches in nursery.	EYLP EYP June 2018
Evidence of Progress / Comments / Next Steps				
Date				
Date				



Improvement Plan

Date:	
Date	



Improvement Plan

Improvement Focus No.	4	Success and Achievements		
Identified Theme (From S&Q / Self-Evaluation)		Securing Children's Progress QI: 3.2		
Actions		Intended Outcome/ Impact	How will you measure success?	By whom and When?
Effective plans need to be in place for individual children and groups of children to ensure progress in learning through use of Aberdeenshire progressions.		Planning, tracking and monitoring in place to demonstrate overview of children's progress.	Observation of planning, tracking and monitoring.	HT EYLP EYP November 2017
Develop areas of play to ensure children progress through the Curriculum for Excellence levels in literacy and language. Ensure appropriate pace and challenge for the age and stage of children.		Nursery provides an environment for learning rich in literacy. Children are making improved progress in literacy.	Children's progress in literacy improved – tracking and monitoring.	HT PT EYLP EYP June 2018
Numeracy and Mathematics children's skills to be developed further in planned experiences for: <ul style="list-style-type: none"> • Money, • Position and movement • Measure. • Information handling 		Children have develop skills in a range of organisers in mathematics and numeracy.	Children's progress in mathematics and numeracy improved.	HT PT EYLP EYP June 2018





Improvement Plan

<p>Children’s skills, knowledge and understanding to be developed through effective planning in:</p> <ul style="list-style-type: none"> • RME to reflect the range of cultures evident in the catchment area. • Music • Social subjects • Technology 	<p>Children have the opportunity to develop skills and knowledge in all areas of the curriculum.</p>	<p>Monitoring of planning and observation of learning experiences.</p>	<p>HT PT EYLP EYP June 2018</p>
<p>Parents and staff to work together to set targets for achievement. Children’ achievements in nursery and at home to be identified and recorded in learning journals.</p>	<p>Achievements at nursery and home to be recorded in learning journals and celebrated.</p>	<p>Monitoring of learning journals.</p>	<p>HT PT EYLP EYP June 2018</p>
<p>Tracking and monitoring of children’s progress:</p> <ul style="list-style-type: none"> • SLT to monitor attainment of children to identify attainment gaps and address these timeously. • Focused approached to ensure attainment is at an appropriate level. • To ensure there is a focus on equity across all work e.g. contribution towards snack. <p>SLT to review approach to reduced hours for a few children who find the setting challenging.</p>	<p>Effective tracking and monitoring of children’s progress in place to ensure attainment is at an appropriate level.</p>	<p>Tracking and monitoring of children’s progress reviewed and updated each term.</p>	<p>HT PT EYLP EYP June 2018</p>

Evidence of Progress / Comments / Next Steps

Date	
Date	





Improvement Plan

Date:	
Date	

