



CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for



At Cargilfield School we are committed to providing an environment that is stimulating, challenging, exciting and fun. We aim to get the best out of every child in our school through effective teaching by focusing on the child as an individual by ensuring that in all areas of school life there is a positive, encouraging and achieving atmosphere. We are committed to developing the whole child and we believe that every child at Cargilfield can succeed. Good manners and common courtesies are expected at all times, to all people and in all places around the school. Everyone should feel valued and very much part of the happy community of Cargilfield.

Standards and Quality Report for session: 2016-2017
Improvement Plan for session: 2017-2018

Context of the Setting

Include some or all of the following: centre vision, value and aims; local contextual issues; factors affecting children's achievements (e.g. staffing changes/issues)

Locality: Edinburgh, Barnton		Cluster: North West	
Level of teacher input: Full time			
Total number of children 3-5 33	Total number of children 0-3 0	No. of Eligible 2's 0	
<p>Founded in 1873, Cargilfield is Scotland's first independent preparatory school. The nursery class is located in a pre prep building which opened in April 2003. It offers not only spacious classrooms, but extensive outdoor learning areas, a library, an ICT suite and multi-purpose hall, linked to an open-air amphitheatre.</p> <p>The Nursery has a main playroom, a conservatory, a kitchen area and its own garden. The outside area has climbing equipment with safety surfaces, a sandpit, a wooden boat, a play house and a multi active balance assault course, a stage, a quiet reading area, a fairy garden, a mud kitchen, a writing area, a natural art area, a digging and small world area and planting area. The garden is stocked with plants, shrubs, a vegetable patch and the children are able to enjoy hands on experience helping in the garden.</p> <p>The centre is registered to accommodate 48 children aged 3-5. There are currently 33 children on the register who attend a varied pattern of morning, afternoon and full day attendance. The client group is drawn from professional families with increasingly both parents working full-time. Regular staffing within the Nursery Class consists of one teacher and 5 other qualified nursery staff, operating a maximum 1-8 ratio</p> <p>At Cargilfield Nursery, we aim to:</p> <ul style="list-style-type: none"> • Provide a happy, safe and stimulating environment where every child is valued and has the opportunity to feel confident, to be an active learner and form friendships. • Provide a wide range of learning experiences for all children, taking into account their age and stage of development. • Work in partnership with parents to support the children's learning by exchanging information and sharing their experiences at home and school. • Ensure a smooth and confident transition into Primary 1 and work closely with our colleagues in order to facilitate this step. • Maintain a high standard of professionalism through staff development and constant evaluation of our work. • Develop and maintain positive links with both the local and wider communities. <p>Significant factors specifically affecting children's achievement in 2016-2017:</p> <ul style="list-style-type: none"> • One member of staff oved to a fill a teaching position in the school in October • Temporary member of staff (after school club co-ordinator) started in April and will leave the post in July to complete her PGDE 			

Standards and Quality Report

Leadership and Management

<p>Themes</p> <p>1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity Other related HGIOELC QI's/Themes</p> <p>2.4 personalised support 3.2 securing children's progress</p>	<p>National Improvement Framework (NIF) Priorities</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy. 2. Closing the attainment gap between the most and least disadvantaged children and young people. 3. Improvement in children and young people's health and wellbeing. 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 	 <p style="text-align: right;">NIF Drivers</p>
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How good is our leadership and approach to improvement?

Please ensure you report on QI1.3 and give a brief outline of the progress/impact of any priority from last session relevant to this section.

All practitioners show a strong personal and collective commitment to our vision and to their professional values as outlined in our professional codes of conduct and standards for registration. We work closely with parents to ensure the highest possible standards for all of our children and this is at the heart of everything that we do.

All practitioners understand that self-evaluation is an integral aspect of our approach to continuous improvement. Staff evaluate daily, weekly and termly using both formal and informal approaches.

Our team reflects well together through daily conversations and weekly meetings and uses these reflections to bring about positive change for our children and families.

We consistently use a wide range of approaches (such as termly questions, questionnaires, feedback display, observations) to engage with and listen to the views of children and parents to build a shared understanding of our strengths and areas for development. We display our feedback, improvement plan, termly updates of how we are achieving our development plan actions and how we have actioned their suggestions allowing parents to see how such has had a positive impact on our Nursery.

Our self-evaluation focuses on improving outcomes for children and our identified priorities reflect this focus. We make very good use of evidence through the completion of the tool kits and parents feedback to draw conclusions about the quality of our provision and identify effective approaches to improvement.

All practitioners are confident at gathering a wide range of information and evidence including observations, relevant examples of work and daily communication to document, assess and record children's progress from both home and school. Staff are allocated designated time within their working hours to ensure that it is manageable and appropriate.

Children and their families are continually involved in reviewing their learning and progress through online learning journals, displays, floor books, photographs, videos and next steps. We engage regularly in effective quality assurance and moderation activities and have agreed standards and expectations allowing us to make sound judgements about the quality of children's learning.

All practitioners in our setting undertake lead roles to motivate, support and inspire others, especially in areas of their own personal interest. There is a strong collegiate learning culture in our setting demonstrated through for example peer learning, constructive feedback and high-quality professional dialogue. Staff continue to observe one another and regular moderation discussions ensure consistent and accurate

observations and assessments. Currently two members of staff have completed their BA in Childhood practice, all Nursery staff are involved in coaching other staff members within the school, new staff are encouraged to observe others and complete a smooth transition into the Nursery, staff share good practice with one another and feel comfortable to ask for support/ guidance to one another and interesting articles are shared with parents.

All practitioners take responsibility for their own career development and routinely engage in a broad range of professional learning activities to build on and sustain their practice. All staff record their CPD using the GTCs and SSSC in addition to documenting it on the school system. Staff are motivated to read current research and literature, visit other settings and attend in house and external training and courses. Therefore allowing us to be proactive in extending and deepening our knowledge and understanding of early learning pedagogy. The Headmaster observes and appraises each member of staff every other year.

We make very good use of children's ideas and interests to help shape the learning environment and experiences. Staff record and respond to the children's interest daily through observations, discussions, reflection Friday, children's feedback and recording possible lines of development. Our long, medium and short term planning is fluid and flexible allowing us to respond to the children's interests and we seek the children's ideas on how we can improve our practice. Practitioners are highly skilled at encouraging children's curiosity and in using higher-order questions to ensure that teaching and learning is of an extremely high standard. Staff are confident to also initiate new ideas and suggest change and improvement. Twice weekly meetings are held to discuss children's progress, development and achievement in addition to sharing ideas and strategizing change/ improvements with the children's success and experiences being at the heart of each decision.

The Head of Nursery works within the Nursery alongside all members of staff providing effective direction and guidance, offering support and leadership within a team setting.

We make the best use of available resources to create, sustain and enhance a motivating environment for effective learning with proposals and additional funding being granted from the schools fundraising. Our accommodation provides a safe, secure and stimulating learning environment that is of a very high standard of cleanliness. We effectively implement relevant health and safety legislation and use and update our risk assessments to remove and minimise any potential hazards whilst still encouraging the children to take risks within the Nursery. All practitioners are vigilant and take prompt action to ensure the safety of themselves and of each child. All staff have attended paediatric first aid training and are fully aware of the schools health and safety policy. Visitors are required to sign in and out at the main office and given a visitors badge. Rigorous cleaning procedures are in place to ensure effective infection prevention and control

Our setting uses effective and transparent recruitment, selection and performance management procedures consistent with current legislation, local and national agreements. Safeguarding procedures are clearly understood and implemented by The Headmaster, the Deputy head and the school bursar.

Clear policies and procedures are in place to ensure pastoral support and wellbeing of practitioners. These are shared with practitioners and are well understood. The culture and ethos within our setting is positive and caring. It focuses on the needs of children, families and practitioners at all times.

Next Steps: (these will link to what goes into your Improvement Plan for 2017-18)

- New budgets are being set to ensure a rolling program for building improvements

- Ensure new member of staff carries out induction program
- Staff to have training on new Up Up and Away document

Learning Provision

Themes

- 2.1 Safeguarding and child protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment**
- 2.4 Personalised support
- 2.5 Family learning
- 2.6 Transitions
- 2.7 Partnerships

Other related HGIOELC QI's/Themes

- 1.1- self-evaluation for self- improvement
- 3.3- developing creativity and skills for life learners

National Improvement Framework (NIF) Priorities

1. Improvement in attainment, particularly in literacy and numeracy.
2. Closing the attainment gap between the most and least disadvantaged children and young people.
3. Improvement in children and young people's health and wellbeing.
4. Improvement in employability skills and sustained, positive school leaver destinations for all young people



NIF Drivers

How good is the quality of care and learning we offer?

Please ensure you report on QI 2.3 and give a brief outline of the progress/impact of any priority from last session relevant to this section.

Cargilfield Nursery has clear, appropriate policies and procedures in place to ensure the care and welfare of all children including child protection, safeguarding and risk assessments. We ensure that these are regularly updated and reviewed and all members of staff have been trained in safeguarding matters to a high level and demonstrate sound knowledge and understanding, acting as models of best practice.

The needs and concerns of our children and their families are dealt with sensitively and effectively. Arrangements for raising concerns are well publicised in our handbooks, policies and on our notice boards.

Children, parents/carers, practitioners take an active role in promoting care and welfare through the promotion of GIRFEC and the SHINARRI indicators. We inform each child's health visitor that a child is attending our Nursery as their named person.

Our Deputy Head is the designated person who takes lead responsibility for any care and welfare or child protection concerns that may arise and all staff are aware of their role. All practitioners receive regular professional learning and are confident in responding to any child protection or safeguarding issue, including e-safeguarding, child sexual exploitation and extremism. All incidents relating to equalities are recorded and acted upon to provide support and prevent further occurrences. Any accidents/incidents and administration of medication is recorded in line with clear policies and procedures which are sent home to parents and displayed on our notice board.

We provide a high-quality curriculum framework for children that is very well matched to the stages of development.

All staff understand the importance of play and provide equity of opportunity for all. Innovative and creative approaches are encouraged to ensure that children make very good progress in all aspects of their learning and development and staff are enthused to try new ideas and initiatives.

All staff have a very good knowledge of the Curriculum for Excellence and strive to ensure that all planning and activities provide challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. Regular group times allow children to contribute to discussions and regular opportunities are provided for individual Show and Tell sessions which help children to develop confidence in speaking in front of others. Drama and music are a central part of the daily activities and impromptu performances are a regular feature. Yearly concerts are rehearsed and performed for parents and friends. The work of the week and special achievement fantastic flower display continues to celebrate successes both large and small and work is displayed for all to see. Circle times are used to discuss and promote values, beliefs, and feelings and children are helped to understand that everyone is unique and the importance of a happy and supportive environment in promoting learning and achievement

We consistently review and adapt and update our curriculum and planning and seek parent's views and ideas as part of our established process, as well as implementing new initiative and current practice. Specialist teachers in French and music along with those who run the extra-curricular clubs, are frequent visitors to the nursery and children are comfortable working and being with a range of adults.

We very effectively build on the prior and continuous learning of our children through the use of the online learning journals, transition reports and feedback from parents and previous settings. We actively promote and effectively develop the essential aspects for early learning: wellbeing, communication, mathematics, curiosity, inquiry and creativity to secure the very best outcomes for our children

Our practitioners set high expectations and aspirations for all children. All practitioners take responsibility for developing early literacy and numeracy skills across the curriculum. All staff attend and contribute to planning meetings on a weekly basis and are involved in all aspects of the children's teaching and learning, ensuring that all each child's needs, dispositions, interests and stage of development are considered.

Our approaches to planning are flexible and highly responsive ensuring that children are making sustained progress in their learning.

Children review their own learning and are confident to identify their achievement as well as their next steps.

Children are provided with rich, relevant experiences to enhance their play and practise skills, explore the world around them and develop knowledge and understanding in their own way and in their own time. We provide innovative and creative opportunities for children to experience high quality play both indoors and outdoors. We actively encourage parental involvement and ensure that all parents are warmly welcomed into Nursery to support topics/ learning, read stories and help on trips out. Our bedtime reader scheme encourages parents to read with their children. Useful websites to assist children's learning are sent home in addition to weekly round ups, planning and termly curriculum overviews.

At Cargilfield all children feel valued, safe and secure and as a result, they are successful, confident and responsible individuals. We ensure that learning experiences are meaningful and exciting and extend and sustain children's interest. We use our local environment, educational trips, external agencies and parent contributions to enhance the children's learning. Providing a firm foundation to help them make decisions and develop their creativity, resilience and independence in all that they do. Children make informed choices about their learning and they have a key role in leading their own learning within a supportive nurturing environment.

The effective implementation of the floor books, whole class floor book, online learning journals and observations provide reliable evidence which leads to significant improvement to learning and developmental outcomes for children across the curriculum. Such approaches are proportionate and manageable and continuously reviewed.

Through talking together with colleagues within and beyond our setting, we have a shared understanding of children's progress and achievements as they grow and learn. Practitioners and parents make very good use of learning journals to support children to reflect on their learning. Parents receive very regular updates on their child's learning journal in addition to daily conversations and more formal parents meetings (three times a year). Both children and parents/carers make valuable contributions to their learning journals allowing

achievement and progress to be recorded both in Nursery and from home.

Our practitioners strive to form respectful relationships, an unconditional positive approach and strong positive relationships with families from first contact. We work closely with parents/carers to match learning activities and resources effectively to the age, needs and abilities of individual children. We have a well-established and effective key worker approach with a maximum ratio of 1:8 ensuring that all staff can respond very well to the individual needs of children promoting, and supporting their wellbeing.

Tasks, resources and experiences are age and stage appropriate to help children make sustained progress. Learning targets are in place specific to individual children and are displayed and updated on individual learning journals and sent home during parent consultations.

These build on prior learning, are reviewed and evaluated with parents. Appropriate next steps are identified based on progress made and parents are encouraged to comment on and have an input into such.

In our setting, children's needs are identified early through careful observation and effective analysis of assessment information. Wellbeing indicators are used to provide holistic assessments of children's strengths and support needs. We ensure appropriate, proportionate and timely support including specialist input where required. We fully adhere to legislative requirements and when required, provide children with additional support needs with high quality targeted support, including highly - able children. Children, parents and our learning support team are fully involved in decisions about learning and support. Where appropriate targeted interventions are effective and lead to positive outcomes for children. Families have regular opportunities to discuss their learning needs in an environment where they feel valued and respected.

Cargilfield values the contribution parents/carers and families make to children's learning and we record these for parents to see.

At Cargilfield we follow a very effective transition program. We carefully support children and families to make successful transitions when they first start, and as they move to Primary one or to a new setting. We understand the importance of building relationships and developing secure attachments Children visit our Nursery for an assessment afternoon and a taster afternoon before they begin. We contact a child's current setting and the Headmaster, Deputy head and Head of Nursery have in depth conversations with parents before their child begins Nursery. Parents are well informed of all procedures and receive a welcome pack containing; handbooks, medical forms, checklists, council forms, policies, GIRFEC information and relevant dates. We host coffee mornings for them to attend and invite them to the Summer fair and other social events, in addition to a welcome meeting on the first day of term. Class representatives also arrange play dates for new starters to allow them to meet other families. Such comprehensive, well-planned transition arrangements help children and families make very positive and successful transition.

An effective transition program is also in place to ensure the move to Primary 1 is also seamless. Opportunities are provided for those children who are moving to become familiar with the Primary 1 routines and regular opportunities are provided for them to work with Primary 1 pupils and staff. Parents are made aware of the expectations of Primary 1 and how they can help and support their children in moving up. Children attend a Primary 1 lesson each week for the final half term, they go out to play with the rest of the Pre prep and they attend Pre prep assemblies. A transition meeting is also held at the end of the Summer term and allows parents the opportunity to ask questions and learn more about primary one. An additional welcome meeting is also held on the first day of the Autumn term.

Recently four other nurseries came to Cargilfield for a morning to use our garden and share ideas, allowing for further links to be made.

Next Steps: (these will link to what goes into your Improvement Plan for 2017-18)

- Ensure all staff have (new member of staff) attend all relevant training
- Continue to develop close links with parents/ users- seek ideas and feedback on homework challenges

- Continue to develop links with other settings- share our woodland area & invite them to use our facilities
- Staff to have training on new Up Up and Away document

Success and Achievements

<p>Themes</p> <p>3.1 Ensuring wellbeing, equality and inclusion</p> <p>3.2 Securing children's progress</p> <p>3.3 Creativity and skills for life</p> <p>Other related HGIOELC QI's/Themes</p> <p>1.2 leadership of change</p> <p>2.1 safeguarding and child protection</p>	<p>National Improvement Framework (NIF) Priorities</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy. 2. Closing the attainment gap between the most and least disadvantaged children and young people. 3. Improvement in children and young people's health and wellbeing. 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 	 <p>NIF Drivers</p>
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How good are we at ensuring the best possible start for all our children?

Please ensure you report on QIs 3.1 and 3.2 and give a brief outline of the progress/impact of any priority from last session relevant to this section.

At Cargilfield all children make very good progress across all aspects of their learning and development. They become increasingly confident, resilient and independent learners. Achievements are celebrated and shared through the work of the week display, the fantastic writing book and the Fantastic Flowers (4 capacities) displays and through the publication of photographs and reports on the website, TV screens and the headmaster's letter, publiciser articles, Facebook and Twitter updates and through the display of work around the school. Children are independent at displaying their work on the Work of the Week display, special writing folder and the work of the week models display. Through observations, discussions and informal assessments we are able to see that from the earliest stages, children make choices and talk about their learning. As a result, they acquire the necessary knowledge, skills and attitudes needed to continue to be motivated, life-long learners.

In our setting, we recognise that relationships lie at the heart of children's development and lay the foundation for lifelong learning and wellbeing. The promotion of wellbeing for all our children and their families underpins everything we do and is based on mutual respect, honesty and trust. We promote a very open door policy with all parents and consider effective communication with parents and children to be crucial to our success.

Our approach to getting it right for all children focuses on improving outcomes for children and their families. We model behaviour which promotes wellbeing and encourages it in others. We actively promote the wellbeing of all our children and can demonstrate that they are being supported to feel safe, healthy, achieving, nurtured, active, respected, responsible and included. These indicators are at the heart of all of our activities, planning, observations and assessments. They are discussed with the children on a regular basis and we ensure that parents are fully aware of such.

At Cargilfield the promotion of respect, and positive behaviour is integral to our mission statement and is highly regarded throughout the school by pupils, staff and parents. We are extremely proactive in promoting positive behaviour and we pride ourselves on our children's ability to show consideration for others.

We comply and actively engage with statutory requirements and codes of practice. All practitioners are registered with the SSSC and/or GTCS and have full PVG disclosures. Parents are also informed of each members of staff qualifications.

We have rigorous policies in place to ensure children and families, practitioners and partners are treated with respect and in a fair and just manner. We value diversity and challenge discrimination. At Cargilfield we understand, value and celebrate age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation.

All staff are highly qualified within early learning and child development and understand how young children develop early language skills and mathematical thinking. We apply this knowledge in our approach, which is characterised by a very effective blend of adult supported and child-initiated experiences.

At Cargilfield our staff are highly skilled at encouraging our children to be independent learners who continuously thrive and demonstrate a thirst for learning. Our children demonstrate a high level of interest about the world around them and are actively encouraged to be independent within our setting. They are confident to try new experiences, engage with new learning enthusiastically and are making continuous progress within all areas of learning.

We are proactive in identifying and reducing potential barriers to effective learning of our children ensuring we take very good account of the differing cultural, socio-economic and linguistic backgrounds of our children and their families. This is continuously maintained through our proactive approach and continuous communication with parents and any relevant agencies. We also ensure our resources, activities and opportunities promote and celebrate differing cultures and that children are exposed to visual and verbal support.

We ensure that children access open-ended play materials to extend their creativity and thinking. Our indoor and outdoor learning environments offer regular high quality experiences that enable children to explore ideas and materials, and to use their imagination freely.

We continually adapt and improve our setting both indoors and outdoors, listening to children's ideas and observing their play as well as implementing new initiative and visiting other settings for ideas. Our indoor and outdoor space allows for high quality play that enables children to explore possibilities, plan, design and evaluate solutions as they apply their skills across learning. Children persevere with their play and show high levels of self-esteem and self-belief when learning alone and with others.

Children's use of digital technologies enhances, deepens and personalises play and learning across the curriculum. They recognise a range of everyday technologies and increasingly understand how they work. Children have access to an interactive white board, a CD player, iPads, construction and modelling resources and many technologies within their role play. In addition to this children take part in regular problem solving activities, baking activities and technology related topics throughout the year. Therefore allowing them to develop skills and demonstrate their eagerness to try out and problem solve using new opportunities in digital technologies.

Next Steps: (these will link to what goes into your Improvement Plan for 2017-18)

- All staff to have ICT training if required
- Develop ICT and use of ipad apps to support children's learning

Self Evaluation 2016 – 2017

	Quality Indicator What is our capacity for continuous improvement?	Centre Self – Evaluation 2016 – 17 (Using the six point scale)	HMIe Inspection Date and Evaluations	Follow through (if applicable)
1.3	Leadership Of Change	5		
2.3	Learning, Teaching And Assessment	6		
3.1	Ensuring Wellbeing, Equity And Inclusion	6		
3.2	Securing Children's Progress	6		
	Centre's chosen QI			
	Centre's chosen QI			

Care Inspectorate

Date Inspected	Themes inspected	Grades awarded	Follow through (if applicable)

March 2017	Quality of care and support	5	
November 2013	Quality of environment	5	
November 2013	Quality of staffing	5	
March 2017	Quality of management and leadership	5	

**2017 – 2021 Centre Self Evaluation
Working Plan for QI Engagement - Key Areas for Centre Improvement**

QI		2017 - 2018	2018 – 2019	2019 – 2020	2020 – 2021	Comments
1.1	Self-Evaluation for Self-Improvement					
1.2	Leadership of Learning					
1.3	Leadership of Change	✓				
1.4	Leadership and Management of Practitioners					
1.5	Management of Resources To Promote Equity					
	Leadership And Management Overall					
2.1	Safeguarding and Child Protection					
2.2	Curriculum					
2.3	Learning, Teaching and Assessment	✓				
2.4	Personalised Support					
2.5	Family Learning					
2.6	Transitions					
2.7	Partnerships					
	Learning Provision Overall					
3.1	Ensuring Wellbeing, Equality and Inclusion	✓				
3.2	Securing Children’s Progress	✓				
3.3	Developing Creativity and Skills for Life and Learning					
	Successes and Achievements Overall					

Centre Improvement Plan

Leadership and Management

How good is our leadership and approach to improvement?

<p>Themes</p> <p>1.1 Self-evaluation for self-improvement</p> <p>1.2 Leadership of learning</p> <p>1.3 Leadership of change</p> <p>1.4 Leadership and management of staff</p> <p>1.5 Management of resources to promote equity</p> <p>Other related HGIOELC QI's/Themes</p> <p>2.1 safeguarding and child protection</p> <p>3.2 securing children's progress</p>	<p>National Improvement Framework (NIF) Priorities</p> <ol style="list-style-type: none"> 1. Improvement in attainment, particularly in literacy and numeracy. 2. Closing the attainment gap between the most and least disadvantaged children and young people. 3. Improvement in children and young people's health and wellbeing. 4. Improvement in employability skills and sustained, positive school leaver destinations for all young people 	 <p>NIF Drivers</p>
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Priority: Build and sustain a professional team. Ensuring new members of staff completes a successful induction process

Overall Responsibility: Victoria Aitchison

Outcome and impact on learners:

- Ensures that all children are achieving
- Ensures all children and safe & secure

Tasks	By Whom	Timescale	Resources	Progress/Impact of task
Produce a new induction booklet/ format for all new members of staff	All staff to contribute Head of Nursery to produce	October 2017	List of key qualifications CPD directory Staff knowledge	
Ensure that all staff wages are re-evaluated and in line with other similar settings	Headmaster & governors	December 2017	Pay scales from other settings	
Ensure the new member of staff is settled in and supported by a mentor. Mentor to be selected. Regular meetings to take place.	Head of Nursery All staff- mentor	Throughout the year	Induction booklet	

Learning provision

How good is the quality of the care and learning we offer?

Themes

- 2.1 Safeguarding and child protection
 - 2.2 Curriculum
 - 2.3 Learning, teaching and assessment**
 - 2.4 Personalised support
 - 2.5 Family learning
 - 2.6 Transitions
 - 2.7 Partnerships **Other related HGIOELC**
- QI's/Themes**
- 1.1 self-evaluation for self-improvement
 - 3.2 ensuring wellbeing equality and inclusion

National Improvement Framework (NIF) Priorities

1. Improvement in attainment, particularly in literacy and numeracy.
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NIF Drivers

Priority:

- To continue to build successful home- school links

Overall Responsibility: Victoria Aitchison

Outcome and impact on learners:

- **Ensuring learners receive a wide and varied learning experience creating further home- school links.**

Tasks	By Whom	Timescale	Resources	Progress/Impact of task
Question parents about possible ideas and suggestions regarding- home challenges and home/ school activities.	VA- All staff ideas	Nov 2017	Dependent on ideas	
Speak to other settings about their home – school challenge bags and devise new ideas	VA and all staff	Nov 2017		
Make challenge bags- buy resources	VA, EM, KM	April 2017		
Appoint member of staff to organize routine to send them home	Member of staff that is interested in leading the project	April 2017		

Successes and achievements

How good are we at ensuring the best possible outcomes for all our children?

Themes

3.1 Ensuring wellbeing, equality and inclusion

3.2 Securing children's progress

3.3 Creativity and skills for life

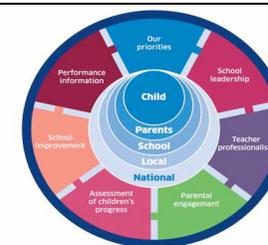
Other related HGIOELC QI's/Themes

1.5- management of resources to promote equity

2.2- curriculum

National Improvement Framework (NIF) Priorities

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NIF Drivers

Priority: Develop children's digital skills by making full use of iPad and developing woodwork opportunities.

Overall Responsibility: Head of Nursery

Outcome and impact on learners:

- Ensuring learners are experiencing a wide and varied opportunities and experiences.
- Developing learners digital skills

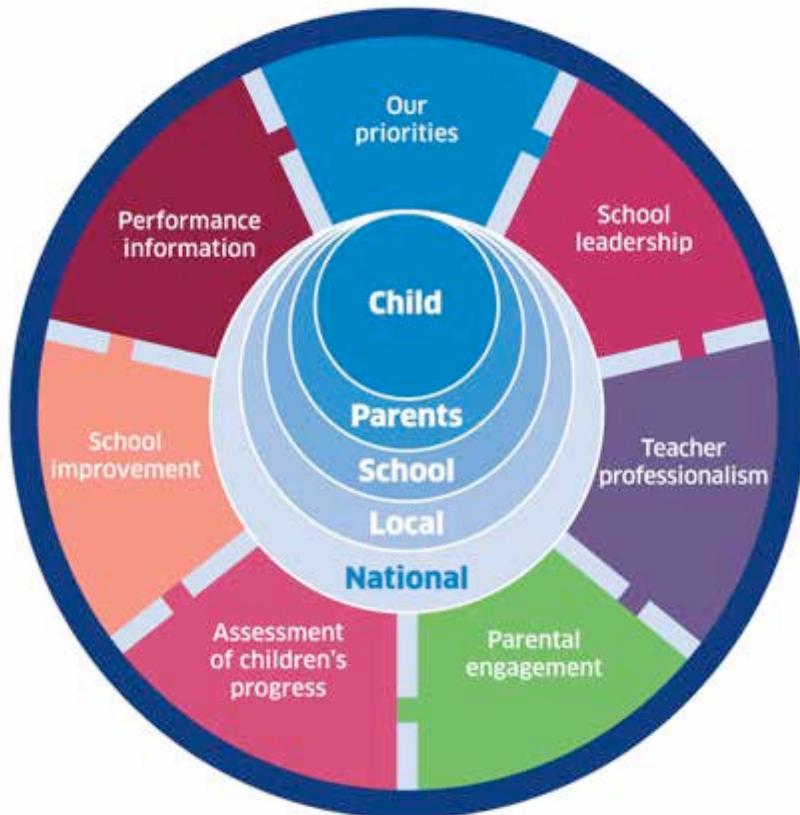
Tasks	By Whom	Timescale	Resources	Progress/Impact of task
Head of Nursery to work with Head of ICT to develop an appropriate way of downloading apps	VA & RM	Oct 2017	iPads & apps	
Research and test possible apps	VA, KN	Throughout the year		
Speak to other settings to find what they use	VA, KN, LE	Throughout the year	CPD directory	
Send staff on relevant training to use ICT/ iPads	RM & all nursery staff			
Head of ICT to train staff on new technologies	VA	Dec 2017		
Timetable slots for iPad use		Sep 2107		

Cluster priority

Themes	National Improvement Framework (NIF) Priorities <ol style="list-style-type: none"> 5. Improvement in attainment, particularly in literacy and numeracy. 6. Closing the attainment gap between the most and least disadvantaged children and young people. 7. Improvement in children and young people's health and wellbeing. 8. Improvement in employability skills and sustained, positive school leaver destinations for all young people 	 <p style="text-align: right;">NIF Drivers</p>
Priority:		
Overall Responsibility:		
Outcome and impact on learners: <ul style="list-style-type: none"> • . • . 		

Tasks	By Whom	Timescale	Resources	Progress/Impact of task

National Improvement Drivers



The six-point scale

Level 6	excellent	outstanding or sector leading
Level 5	very good	major strengths
Level 4	good	important strengths with areas for improvement
Level 3	satisfactory	strengths just outweigh weaknesses
Level 2	weak	important weaknesses
Level 1	unsatisfactory	major weaknesses

