

Wellington School Nursery

IMPROVEMENT PLAN: 2022-2023

VISION

In Wellington Junior School it is our vision to:

Provide a happy, safe and stimulating environment to meet the needs of every child.

VALUES

Our Nursery's values mirror those of the school. They are: Wisdom, Justice, Compassion and Integrity.

AIMS

- Provide a first-class, pre-school learning experience based within a play context, for children in their pre-school and ante pre-school years which will enable them to progress to Primary 1 with confidence and ease.
- Develop the individual potential of each child working closely with Parents.
- Provide a stimulating, supportive, secure and well-resourced learning environment.
- Promote at all times the self-confidence and self-esteem of the child.
- Assist children to become more independent and to think for themselves.
- Teach children to care for their environment and to be aware of the needs of others.

South Ayrshire Council Plan

- Maximise the potential of our children and families
- Improve the way we work as a council
- Maximise the potential of our economy
- Maximise the potential of our adults and older people
- Maximise the potential of our communities
- Maximise the potential of our environment

Children's Services Plan - Draft

- Ensure South Ayrshire's children get the best start in life, it is the best place to grow up, and all children and young people are successful learners, confident individuals, responsible citizens and effective contributors.
- Reduce the gap in outcomes between the most deprived and least deprived children and young people in South Ayrshire.
- Ensure children and young people who are looked after or are care leavers are cared for and supported to improve their life experiences and life chances.
- Ensure children and young people are supported to achieve and maintain good emotional and physical health and wellbeing.
- Ensure children and young people have a voice in influencing service delivery that affects their lives.

Educational Services Plan

- The proportion of young people and adults with relevant qualifications is increased.
- Effective early years and early intervention services are delivered
- More children and young people are successful learners, responsible citizens, confident individuals and effective contributors
- The gap between the highest and lowest achievers is narrowed
- We look after our most vulnerable children and families
- Land and building assets are well maintained, fit for purpose and affordable
- A flexible workforce with the skills and knowledge to deliver services efficiently and effectively

National Improvement Framework

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

Priority 1: Improvement in children and young people’s Health and Wellbeing

To improve the Health and Wellbeing of the children in our care and ensure that their needs are being met.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<p>Improvement in young people’s health and well being</p> <p>To ensure we have a child friendly, nurturing space where all children are supported to develop and learn.</p>	<ul style="list-style-type: none"> Review our support paperwork to identify and highlight any additional support needs for the children in our care Consult with staff to agree areas of development required to meet the children’s needs Carry out a review of our environment Conduct an audit of the children’s likes and dislikes e.g. What do they like/dislike about the nursery? Apply for Governors Grant Award (£500) with the intention of creating a learning environment which would support our younger children and those with additional support needs. Plan and develop a new Sensory area 	<p>J Cox S MacRae</p> <p>A Jamieson</p> <p>A McLean</p> <p>G McKenzie</p>	<p>June 2022 – September 2022</p> <p>October 2022 – onwards</p> <p>August 2022 – onwards</p>	<p>Through information collected by staff in observations and group conversations</p> <p>Audits and mind maps with the children.</p> <p>Parental feedback from:- Focus groups, one-to-one meetings, stay and play sessions, questionnaires.</p> <p>On-going review of the support needs of the children in our care</p> <p>Parental questionnaires, focus groups, monthly questions, google classroom</p>

	<ul style="list-style-type: none"> • Purchase additional resources which will help enhance the health and well-being of the children in our care. Implement the changes and introduce to the children. • Re-integration of Stay and Play sessions for Parents. <ul style="list-style-type: none"> ○ Develop new sessions. Ask Parents how often they would like to attend and how much they would like to be involved in the daily life of the Nursery. ○ Encourage Parental helpers to join the nursery to assist with Library, gardening etc • Develop and enhance our Daily Mile experience. Trial new initiatives and exercises to encourage all to re-engage, as children and staff lacking enthusiasm and staff feel need to refresh. • Ensure that children can spend a substantial part of their day in the outdoors environment i.e., Outdoor Nursery, garden area, Astro turf, front courtyard, and local environment. • Review snacks and lunches as staff highlight that many children are developmentally struggling with ‘the lunch experience’. Many have never eaten at a table, or ‘dined out’ therefore struggle to use cutlery, make food choices, sit at table and need intensive assistance. <p>Appoint a designated person to liaise with the kitchen.</p> <p>Monitor the children’s eating habits during lunchtime. Record their likes and dislikes.</p>			<p>Ask children to rate their experiences and use the collected information to review/change format if necessary. Use Smiley faces for the children to vote.</p> <p>Analyse lunch records.</p> <p>Audit the children’s likes and dislikes of food</p> <p>On-going meetings with for example Sudexo (caterers) to look at provision alongside Setting the Table, Food Matters</p>
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Review the arrangements for lunch and snacks at the Outdoor Nursery, investigating if 'hot lunch' possible.

Investigate ways to support the children's independence skills.

Priority 2: Improvement in Literacy, Communication and Language, closing the attainment gap

To improve the attainment in Literacy and close the attainment gap between the most and least disadvantaged children.

What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person(s)	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
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<p>To improve all children's outcomes in Communication and Language ensuring high quality learning experiences</p> <p>To help support younger children with language development skills.</p>	<p>Through the following:</p> <ul style="list-style-type: none"> • Purchase Additional resources for literacy highlighted in Audit to support the identification from the previous session that many of the younger children in need of communication and language support • Monitoring and tracking children's progress highlighting children in Decile 1 and 2 • Track and analyse progress using CfE Benchmarks and SAC Tracking: Identify improvement in Children's performances • Early identification of children who need additional support with language acquisition <ul style="list-style-type: none"> ○ Liaise with Speech and Language regarding language delay for specific children ○ Liaise with the English as an Additional Language team regarding children who use another language other than English at home. Investigate resources and Home-links. • Use the revised developmental milestones to monitor and track children's progress throughout the year and use this as a focus for Literacy within the planning • Use SAC Teacher input – in respect of Phonological Awareness • Additional Teacher input from Junior School – focus on letter recognition and phonological awareness - devised lesson plans for the letters SATPIN 	<p>S MacRae</p> <p>A McLean</p> <p>A Jamieson</p> <p>A Hamilton</p> <p>S Thomson</p>	<p>August 2022 – June 2023</p>	<p>Through auditing experiences discussed through individual staff review meetings with management of the nursery</p> <p>As of June 2022, 86% of children achieved between 8-10 milestones in literacy and communication. Aim to maintain achievement of 85% by June 2023.</p> <p>Compare Milestone data with an emphasis on the Milestones that children found most difficult:</p> <ul style="list-style-type: none"> • I can recognise and name some letters. Currently 76% - Improve to 85% by June 2023 • I can listen and say words that rhyme. Currently 76% - Improve to 85% by June 2023 • I can identify and tap out syllables in words. Currently 86% <p>SIMD Band measures Current measure of 40% of Milestones being achieved by children in SIMD 1 and 70% of Milestones being achieved by children in SIMD 2. 92% of Developmental Milestones being achieved by children in SIMD 9 and 10. Improve both measures to 95% by June 2023 Current measure of 100% of Developmental Milestones being achieved by children in SIMD 4 (No child in SIMD 5).</p> <p>Look for improvement on June 2022 Milestones measure: "I can listen and say</p>
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	<ul style="list-style-type: none">• Focus on letter recognition and phonological awareness<ul style="list-style-type: none">○ Music lessons reinstated with Specialist – helping with introduction to instruments, and syllables○ Sound wall for outdoor woods			<p>words that rhyme” 76% and “I can recognise and name some letters” 76% to 85% in “I can identity rhyming words” and “I can recognise letter symbols” and “I can identify words that start with the same sound”</p>
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Priority 3: Improvement in attainment – maths and numeracy, closing the attainment gap

To improve attainment in numeracy and close the attainment gap between the most and least disadvantaged children.

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact on Children and Young People? (Include Where Possible Current Measure and Target)
<p>Improve children’s outcomes in maths and numeracy and ensuring high quality learning experiences for all</p>	<ul style="list-style-type: none"> • Carry out a full audit of resources <ul style="list-style-type: none"> ○ Identify gaps and purchase additional resources including natural resources which are age and stage appropriate ○ Ensure that all resources are age and stage appropriate • Use Developmental Milestones data: <ul style="list-style-type: none"> ○ to carry out observations ○ consult with parents at care plans meetings ○ discuss with parents alongside environmental review to assess our Mathematics and Numeracy resources. • Monitoring and tracking children’s progress highlighting children in Decile 1 and 2 • Track and analyse progress using CfE Benchmarks and SAC Tracking ensuring that ‘next steps’ are identified and actioned. • By sourcing and undertaking Numeracy CLPL for areas identified by Milestones: <ul style="list-style-type: none"> ○ positional language, ○ use SAC support teacher to bring innovative ideas ○ Time set aside for feedback from CPD courses 	<p>J Cox</p> <p>S Lomas</p> <p>Amanda McLean</p> <p>C Gibson</p>	<p>From August 2022</p> <p>On-going</p>	<p>Compare current Milestones results against Milestone results from previous years</p> <p>As of June 2022, 95% of children achieving between 8-10 milestones in maths and numeracy. Look to maintain this at June, 2023.</p> <p>Compare Milestone data with an emphasis on the Milestone(s) that children found most challenging:</p> <ul style="list-style-type: none"> • I can use positional language (e.g. in front, behind, under, beside, in, on top of). As of June 2022, 100%. Look to maintain this by June 2023. <p>SIMD Band measures: Current measure of 80% of Milestones being achieved by children in SIMD 1 and 90% in SIMD2.</p> <p>90% of Developmental Milestones being achieved by children in SIMD 9 and 10.</p>

	<ul style="list-style-type: none"> • Management to consult with Senior EYP on impact of curriculum planning • Management and Senior EYP to support and audit planning and 'support folder' • Formalise an internal audit/observation of staff working practices i.e: <ul style="list-style-type: none"> ○ Observation of staff on the nursery floor ○ Meetings with practitioners with Head of Junior School/Nursery manager ○ Annual Review meetings with Deputy Head of Junior School • Home link maths bags (bags to be given out as a home link or as an alternative to a library book) • Ensure that Maths is represented in every area of the Nursery, including outdoors i.e., garden, nursery courtyard and Outdoor Nursery • Introduce new Maths Challenge area being bought in response to the Environmental Audit <ul style="list-style-type: none"> ○ Maths Challenges to be created for easy access ○ Support and Challenge to be tracked through the evaluation books in each area ○ Regular staff meetings to discuss support and challenge ○ • Use and consult with Teacher input (Wellington teacher and South Ayrshire support) 			<p>Improve the latter measure to at least 95% by June 2023</p> <p>Current measure of 100% of Developmental Milestones being achieved by children in SIMD 4 (No child in SIMD 5)</p> <p>Review qualitative data from: Minutes of staff meetings, planning meetings</p>
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Priority 4: Partnerships and Parent Engagement				
What Outcomes Do We Want To Achieve?	<i>How Will We Achieve This? (Intervention Strategies)</i>	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
To build healthy and lasting relationships that impact on the children's learning	<ul style="list-style-type: none"> Initial meetings, for all parents and children, in small groups, or one-to-one with Key Worker, during 'Soft Start to Nursery'. During first 2 days in August, Key Workers able to spend time at Outdoor setting then Indoor setting with parents and their child introducing them to Nursery 2022, explaining the Nursery day and getting to know parent and child. Social 'Coffee Morning' for parents to allow opportunity to meet other parents. (Requested by parents.) At this event spend a little time explaining 'Focus Group' and encouraging parents who wish or have time to help run our Nursery Library. 	S Lomas J Cox L Fleming A Jamieson	From August 2022 Diarised and on-going	Evaluate qualitative and quantitative feedback through: Measuring participation levels of parents at events. Get feedback on events through questionnaires and other data collection methods such post-it boards, jars on the usefulness of the meetings Carry out and use information from Self – evaluation including QI 2.7

- Use clear lines of communication with parents
 - Use Google classroom as a 'Home Link' to stay connected with parents/share learning and progress. One member of staff responsible for updates each week. (Investigate other platforms.)
 - Information 'Group Called' to parents as required.
 - Reinstate Half-termly Newsletters. Google Classroom has been used, but feel 'hard copy' newsletter, as we used pre-Covid, should be re-launched as not as many parents are engaging in communication on Google Classroom.
- Re-integrate parents into nursery, by re-launching
 - Stay and Play
 - Library helpers
 - Focus Groups
 - Parental workshops
 - Use parent skills and interests

- Questionnaires to ask parents for views and ideas on nursery issues. eg. Nursery Lunches

- Parental Presentations- Ask parents what they would value input on. e.g. How can parents join in with their child's learning at home?
- Outdoor Event involving parents.
 - e.g. Join us for 'Mark Making at the Beach'...
- Grandparents' Morning
- Parents Events:-
 - Summer Picnic- join us for a picnic
 - Thistle Tea- Fundraiser- Tea party entertained by children singing Scottish songs
 - Easter Bonnet Parade
 - Sports Day
 - Prize Giving
 - Calendar of 'Events' published

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Priority 5 Audit of Environment				
What Outcomes Do We Want to Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People?
<p>To improve our indoor environment.</p> <p>To ensure we have a child friendly, nurturing space where all children are supported to develop and learn.</p>	<ul style="list-style-type: none"> • Use the Covid Recovery Grant from the Scottish Government to support 360 Audit to purchase additional resources, move areas, decorate where required • Carry out an audit of the learning environment using the Early Years 360 Environment Audit Tool by Peter Moorhouse as recommended by the Scottish Government. • Consult with the staff team to create a priority list. • Consult with the children through mind maps about the learning environment. Use catalogues and photos to inspire children's ideas for how they would like the learning environment to be. • Decide with management on how the Nursery team on how best to use the funds based on the outcomes of the audit and consultations. 	<p>J Cox</p> <p>A Jamieson</p> <p>A McLean</p>	<p>July 2022</p> <p>Review August/September 2022</p> <p>On-going until June 2023</p>	<p>Carry out an audit review in August/September.</p> <p>Consult with the staff.</p> <p>Consult with the children through mind maps, using photographs as a prompt to allow the children to compare before and after.</p> <p>Continue to monitor and track children's learning and achievements.</p> <p>Monitor and evaluate developmental milestone results.</p>

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