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School Improvement Planning Template

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| **School** | **NITHSDALE ROAD NURSERY SCHOOL** |
| **Learning Community** | **GOVAN/BELLAHOUSTON** |
| **Link Officer** | **SHARON CONSTABLE** |
| **Head of Service** | **HEATHER DOUGLAS** |
| **School Roll** | **63** |
| **Attendance Rate** |  |
| **Pupils affected by the poverty related attainment gap (**employment,  income,  housing, health,  access to services,  education, crime), covid & other forms of poverty not listed  **OTHER** – Pupils not in SIMD 1 & 2, not in receipt of school meals but affected by factors detailed above. | |
| |  |  | | --- | --- | | **PEF allocation 24-25:** | **SIMD Q**uintile 1 **(% and Number)** | | **Carry Forward:** | **SIMD Q**uintile 5 **(% and Number)** | | **Total Allocation 24-25:** | **Other** | | **FME (number and %)** | **Total No Pupils** | | |
| **Grand Challenges 2023-26 (***Grand challenges are the long-term strategic changes you intend to achieve i.e ‘to improve attainment in literacy)*   1. To Increase and improve Network Learning 2. To Improve Children’s Achievement and Progress in creativity. 3. To Improve children’s engagement, participation in inclusion | |

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| **Challenge: *(copy/paste aligned challenge)*** | | | | | | |
| **Mission:** | | | | | **Costs** | |
| **Commitments(sprints)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
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| December Check Point: Evaluative Comments | | | | | | |

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| **Challenge: To Increase Network Learning (Q.I. 1.2 – Theme 1/Standard 4.19 – HSCS)** | | | | | | |
| Mission: Community Partnerships are well established within our Learning Community with Learning Opportunities available within the LC | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Learning Community timetable in place. | Targeted interventions and training available to staff at all levels. Focus on key areas of improvement as agreed by LC. | Regular attendance at meetings and relationships will be established. Feedback from staff. Regular review by Senior Leaders within Learning Community | Heads of Establishment | Sept 24 |  |  |
| Cluster Heads Meetings timetable in place and actions agreed. | Shared and comparisons of current practice will allow leaders to make improvements and identify needs within establishments. | Establishment Heads will meet termly and this will be evaluated through monitoring and self-evaluation processes. | Heads Of establishment: Nithsdale Rd, Festival Park, Pollokshields EY, Broom loan and Govan FLC | Oct 24 |  |  |
| Opportunities to moderate and agree standards within establishments and beyond. | Moderation of specific areas of practice/curriculum will allow for collegiate planning for learning, teaching and assessment and lead to improved outcomes and support professional judgement | Depute Heads/Team Leaders will Lead moderation across the LC, identifying areas to be moderated and share findings with own establishment. | Team Leader (Tracey) | Oct and Feb inset days. |  |  |
| Establish key groups within Learning Community to share practice and expertise. | Sharing good practice will support network learning and build leadership capacity for all staff. | Feedback at end of workshops/meetings from staff.  Professional dialogue with Head of Establishment who lead groups | HT Lorne Street Primary  HT Ibrox Primary  HOC Festival Park and HT Mosspark Pr. | Ongoing throughout year. |  |  |
| December Check Point: Evaluative Comments | | | | | | |

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| * **Challenge:**Increase levels of Engagement & Participation (Q.I. 2.2 Theme 3/Standard 1.32 HSCS) | | | | | | |
| **Mission: To look at innovative approaches to encourage children to be inquisitive, curious, take risk in their learning.** | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Outdoor play and learning will be a key part of all children’ day at nursery. | Careful consideration is given to the pace of day and will offer flexibility for all learners with a key focus on outdoors. | Well thought out programmes will be in place, monitored by SMT and revised accordingly | SMT and Key workers | Jan 25 |  |  |
| Digital resources will allow children to develop their knowledge and understanding of the world around them. | Children will be able to use different technology to develop their knowledge and understanding of the world outdoors. | Staff questionnaire.  Monitoring by key staff at appropriate intervals. | DLOL (Mary and Amina) | From Aug 24 |  |  |
| Review of outdoor resources | Our outdoor learning environment will offer rich play experiences for all children with well thought out resources to encourage creativity, problem solving and develop imagination. | Audit of outdoor resources and inventory taken. | Julia, Emma and Angela | From Aug 24 |  |  |
| Nature/Nurture working with families | Families will be supported to participate in, contribute to and develop an understanding the value of engagement in their own child’s learning. | Parent before and after questionnaires | Tracey (Team Leader  Emma (CDO) | Spring 25 |  |  |
| December Check Point: Evaluative Comments | | | | | | |
| **Challenge: *(copy/paste aligned challenge)*** To Improve children’s engagement, participation in inclusion Q.I 3.1 Theme 3/ Standard 3.14) | | | | | | |
| **Mission:**  All practitioners will share the responsibility for creating a positive and respectful ethos and have a shared understanding of wellbeing, equality and inclusion through a GIRFEC approach. Practitioners are confident using information on children’s wellbeing information and well- being assessment plans to support children’s care, learning and development. Practitioners will use current guidance to inform their practice and ensure best outcomes for all children. The Think Equal Programme will inform staff, build on their own professional development and allow children to explore emotional literacy. | | | | | **Costs** | |
| **Commitments(sprint)** | **Expected Outcomes** | **Measures of Impact** | **Lead Responsibility** | **Target Date** | Core | **PEF** |
| Think Equal Introduced and staff begin training modules | Almost all children are making very good progress in developing their emotional literacy. Staff have completed training | Think Equal core group evaluate progress of staff training. Reflected in children’s folders, learning walls and staff assessment of learning | Annemarie (HON), Mary (Team Leader) Noreen (CDO)  All staff | Nov 24 at end of plan.  Dec 24 |  |  |
| Review children’ plans in line with Care inspectorate Guidance. | Children’s plans will reflect individual needs and ensure what matters to them is identified using the principles/language of GIRFEC and the well- being indicators. | Children’s plans completed.  Personal plan monitoring sheet completed by staff and impact identified. | Annemarie (HON  Tracey and Mary (TL | Dec 24 |  |  |
| Revisit GIRFEC | All staff show a clear understanding of GIRFEC and this is reflected in their language and they can see how it links to practice. | Children are developing an awareness of the wellbeing indicators and their understanding of what it means to be safe, healthy, active, nurtured, achieving, respected, responsible and included | Whole staff Team | May 25 |  |  |
| Review RTA (Bitesize training sessions) | Staff will have opportunities to reflect on their own current practice and be able to carry new ideas forward to ensure best outcomes for our children and also to build on staff’s own personal and professional | Staff evaluations of impact of training on practice | Whole staff Team | Spring 25 |  |  |
| December Check Point: Evaluative Comments | | | | | | |

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| Grand Challenge | Area of Focus | Quality Indicator |
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Please use the space below to note any other improvement action initiated in previous years which are continuing to be focus in the coming year but not your identified priority for 24-25.