



CHILDREN AND FAMILIES

Standards, Quality and Improvement Plan for Tynecastle Nursery School

“We will provide flexible, high quality learning opportunities to enable each child to enjoy their learning and childcare experience in a secure and caring environment where learning through play is valued, success is recognised and a positive attitude to learning is nurtured.

We will encourage and support the contributions of all parents, carers and staff to foster teamwork in a mutually supportive environment where working together to develop the best interests of children is of central importance.”

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: South West	Cluster: Tynecastle	
Level of teacher input: 1 FTE		
Total number of children 3-5 72	Total number of children 0-3 0	No. of Eligible 2's 0

The temporary Tynecastle Nursery School in Wheatfield Street serves the Gorgie, Dalry and Shandon areas of Edinburgh. The area includes significant areas of owner occupied and rented accommodation with a broad social mix.

The indoor accommodation comprises of one large, light playroom providing very good space to deliver a wide range of learning opportunities through play. In addition, the nursery benefits from an outdoor area that is being developed over time. A wide range of experiences can be offered outdoors, throughout the seasons of the year. Originally called Tynecastle Child Garden in 1929, the historical pedagogy lives on for children in the 21st century. Today, the children benefit from active learning in a carefully designed play space covering all curricular areas, where fresh air and exercise are key to healthy living and learning. There are very good opportunities for learning about nature through the changing seasons as children observe, learn and care for their environment through real life experiences.

Tynecastle Nursery School was decanted in November 2016 to a nursery classroom in Dalry Primary School. This was to enable on site demolition in McLeod Street to make way for the development of the new stadium (including a new nursery) for Heart's of Midlothian Football Club. The initial period was for three to four weeks but this was extended to eleven weeks. In February 2017 we moved to temporary Portakabin units in Wheatfield Street.

Significant factors specifically affecting achievement in 2016-2017:

- Change to 3 flexible options for parents/carers to access their entitlement to 16 hours per week.
2 full days 8.30 to 4.30 – Monday and Tuesday or Wednesday and Thursday
5 mornings or 5 afternoons – Monday to Friday, 8.30 to 11.40 or 12.30 to 3.30
4 mornings or 4 afternoons – Monday to Thursday, 8.30 to 12.30 or 12.30 to 4.30
- Changes to staffing structure and vacancies led to the addition of one teacher, one Early Years Officer, one Early Years Practitioner and one Early Years Assistant.
- Decant of provision to Dalry Primary School, nursery class from November 2016 to February 2017.
- Relocation of provision to temporary Portakabin units in Wheatfield Street.
- Delayed start for children due to access places in January 2017. The majority of parents chose to wait for the provision in Wheatfield Street to be completed rather than joining us in the decant location.
- Development of our new service both indoors and outdoors over time to achieve the highest potential for service delivery in a temporary situation.
- This was a year of significant change for children, families and staff.

Standards and Quality Report

Leadership and Management

<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>2.3</p> <p>3.2</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?

We have a clear, coherent vision of what is important for our setting and our community. "We will provide high quality learning opportunities to enable each child to enjoy their nursery experience in a secure and caring environment where learning through play is valued, success is recognised and a positive attitude to learning is nurtured. We will encourage and support the contributions of all parents, carers and staff to foster teamwork in a mutually supportive environment where working together to develop the best interests of children is of central importance."

The shared Tynecastle Cluster values of inclusion, respect, honesty, ambition and compassion support our setting and our community to work collaboratively for the benefit of our children and families. Our aims are reviewed annually and are shared with families. Our ethos based on our vision, values and aims impacts directly on the positive atmosphere that contributes to the strong sense of collegiality and shared purpose in the nursery.

Across our setting, an ethos of professional engagement and collegiate working is prominent. There is a high level of commitment to continually improve the work of the nursery. Self-evaluation activities involving staff, parents and children still need to be constantly reviewed to find increasingly more effective, innovative practice. It has been more challenging to sustain this session due to the high level of disruption to the service. In May 2017 a parent included the following comment when asked about 'good things' – "Has to be the staff! So welcoming, friendly, kind and helpful, supportive.....the list goes on. Perhaps most importantly they are enthusiastic and passionate about the children. Willing to take time to get to know each and every individual and 'unlock their potential'. Goes beyond children too-always ensuring parents are engaged/understand and have the ability to question/feedback." Considering the high level of change to the service to develop flexible delivery of 600 hours combined with a decant and a relocation, very good progress has been made this session to develop our priorities. The impact on learners has been significant. Staff, parents and carers have worked strongly together to ensure best outcomes for the children. Surveys, questionnaires and face to face discussions to consult all helped to support change. For those who elected to use the flexible hours, the feedback has been thoroughly positive. Comments include the following: "We have never been able to use local authority nursery provision before, since the short sessions in the morning and afternoon weren't suitable for us since we work and study. We don't have family members who live nearby and are able to help out. We had to use private nurseries since they offered full days. However, the difference in quality is staggering – it is so much better here. The atmosphere is calm and pleasant, the staff are very well qualified and hugely experienced and overall it just seems like a much better environment for the children. So, we are very happy with the current arrangements and are grateful that we now have the opportunity forto attend such an excellent nursery. The only thing that would be better is even more hours!" (November 2016)

Professional learning for all staff is given high regard and there is a strong culture of trust and respect in the staff team. Together, we develop the nursery as a learning community for all. Knowledge is shared to support the professional learning of all staff. As a result, we have deep understanding of how young children learn through play and know how best to support their individual learning needs. The leadership and the skills of the staff team have a very positive impact on the quality of the children's learning experience. We are in a strong position to continually improve.

We make very good use of children's ideas and interests to help shape the learning environment and experiences. The joint inspection report of 2015 stated that "Children show high levels of motivation and independence as they enthusiastically use the indoor and outdoor space to help them learn. They confidently lead their learning by making choices about where they want to play, thoughtfully gathering the resources and materials they require to help them learn. Children are absorbed in their play for extended periods of time. They are curious and inquisitive with a strong desire to find out more." This observation remains accurate. We make the best use of available resources to create, sustain and enhance a motivating environment for effective learning.

"The setting supports children to develop and learn extremely well. The excellent range of high quality learning experiences including the abundance of natural materials and resources are encouraging children's limitless creativity." Joint Inspection Report, September 2015.

- Next Steps: (these will link to what goes into your Improvement Plan for 2017-18)**
- Staff and parents to contribute to the planning of the permanent new nursery within the Heart's of Midlothian Football Club new stand due to be completed in Spring 2018.
 - We will develop leadership at all levels by developing the talents and skills of our practitioners by providing opportunities to lead, nurture and develop their own expertise.
 - We will develop our knowledge, skills and understanding of working with 2 year olds in order to effectively plan our provision for the permanent nursery in session 2018, 2019.

Learning Provision

<p>Themes</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships</p> <p>Other related HGIOELC QI's/Themes</p> <p>1.2 Leadership of Learning</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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How good is the quality of care and learning we offer?

There are clear, appropriate policies and procedures in place to ensure the care and welfare of young children including child protection, safeguarding and risk assessments. The needs and concerns of our children and their families are dealt with sensitively and effectively. The joint inspection report dated September 2015 states that "The head teacher and staff's knowledge of children as individuals and as learners enables staff to provide excellent support to your child. Ensuring your child feels safe, secure and included within the setting is really important to staff." This continues to be a valid description of practice at Tynecastle Nursery School and is given high priority in our day to day work and strategic overview.

We are clear about the purpose of our curriculum framework. It is based on shared values and takes full account of our families and community. Our very good understanding about pedagogy and play is evident in interactions and curriculum. "The curriculum is child-centred and built upon a shared understanding of how children learn and the value of play. It is highly responsive to children's ideas and interests and at the same time provides depth and challenge through very well thought out planning." Joint Inspection Report 2015. This was highly significant as we worked our way through the decant situation at Dalry Primary School from November 2016 to February 2017 and then the continuation of practice in the temporary units in Wheatfield Street. In order to manage a complex situation that involved the physical environment as well as emotional and social disturbance, it was important that collectively, the team had a clear understanding of the central importance of our shared pedagogy and understanding of play to provide the best learning culture and environment possible under very unusual circumstances. The success of the unsettled period is testament to the skill, knowledge and sensitivity of a team working extremely well together. In a parent survey in May 2017, parents commented, "Excellent staff who have cheerfully persevered through all these challenges to make nursery a fun, warm, welcoming and nurturing place for the kids." "The fact that there have been so many changes in location etc could have made this an unsettling time for our children. However, the dedication of the nursery staff and the communication about what was happening has meant that it has disrupted the children very little in my opinion. Well done and thank you Mrs Brown and all the team."

Due to changes in location, Tynecastle Nursery School is currently an evolving environment for children to play, grow and learn. The children are always at the heart of each setting as we go through the process of change. We continue to strive to create a relaxed, calm and purposeful oasis in the city. Children consistently show high levels of motivation and independence as they enthusiastically use the indoor and outdoor space to help them learn. Practitioners know individual children very well as learners. They make use of good observations and interactions to make accurate judgements about the progress being made by each child. Our approach to capturing and recording children's progress and achievements provides reliable evidence which leads to significant improvement to learning and developmental outcomes. Effectively tracking and monitoring progress in a meaningful, manageable way continues to be a challenge and work will continue to develop and improve the process. We continue to develop our knowledge and skills using the electronic programme, Learning Journals. We have used this programme for three years and very good progress has been made. This has been a priority on the Improvement Plan over time and it will be necessary to continue developing and refining its use. As children progress we consistently strive to involve and support them in making decisions about their own learning by helping them to plan and evaluate their own experiences. We work effectively with parents/carers, other professionals and partner agencies to ensure factors that may inhibit progress are identified and addressed quickly. We develop and recognise high quality interactions and staff skilfully adapt activities to ensure that all children are included at a level that is appropriate for them. For children who require a bit more help with their learning, we work closely with parents and other partner agencies to ensure they are supported effectively. We value the contribution parents/carers and families make to children's learning. We foster positive relationships with all and where appropriate, more targeted support is offered to enable families to engage in a variety of learning opportunities which meet their individual needs.

"Transition into the setting and on to primary school is very effective and provides children and families with very good support." Joint Inspection Report 2015. This session the teaching staff benefited from moderating transition experiences with Cluster colleagues at the Tynecastle Cluster Early Years Network meeting using QI 2.6. We continue to develop practice and in session 2017, 2018 look forward to working with Cluster colleagues to develop a shared understanding of progress and a play-based pedagogy across the early level so that children benefit from meaningful continuity in their learning experiences as they move on to school.

- Next Steps: (these will link to what goes into your Improvement Plan for 2017-18)**
- We will review and revisit observation skills focusing on the key question 'What is a significant observation?'
 - We will identify and develop the role of a Literacy Mentor to progress improvements in closing the attainment gap in literacy.
 - We will improve methods to track and monitor children's progress to improve effectiveness and manageability.

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 learning</p> <p>2.3 Learning, teaching and assessment</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 are we at ensuring the best possible start for all our children?

The promotion of wellbeing for all our children and their families underpins everything we do, and is based on mutual respect, honesty and trust. Our approach to getting it right for all children focuses on improving outcomes. A solution focused approach to all meetings including Child Planning Meetings is considered to be a strength. The staff team role model behaviour and attitudes which promote positive wellbeing and encourage it in our learning community. This has a positive effect on the way that children and families respond to the team and one another. Relationships are very good.

We comply and actively engage with statutory requirements and codes of practice. We actively promote inclusion and equity, supporting all children to make very good progress and fulfil their potential. We value diversity and challenge discrimination. We understand value and celebrate age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation. None of these is a barrier to participation for young children or their families. We have effective strategies in place which are improving progress for all children, with a focus on those facing challenges such as children from our most deprived areas, those who are looked after and those with additional support needs.

We consistently promote holistic learning in a skilful way. We understand how young children develop early language skills and mathematical thinking. "Children are making very good progress in their learning. Most are confident communicators and will readily initiate and engage in conversation with their peers and adults. Gathering times are helping all children to develop really good listening skills and to understand about taking turns during conversation. Mark-making and early writing skills are encouraged naturally through play. Through play, real life contexts and singing number rhymes, children are making very good progress in numeracy and mathematics." Joint Inspection Report, September 2015. This continues to be a relevant description of current practice. Even though the context for learning has been disrupted this session due to the decant and relocation of the nursery, staff have worked tirelessly to maintain high expectations and high quality experiences to support and challenge learning. Particularly at this time the HT was mindful of the importance of wellbeing for practitioners. It was a demanding, stressful time and it was important that the staff team felt valued and well supported. The negative impact on the children was reduced by staff focusing on quality interactions and supporting practice by enhancing ratios, increasing contact times and reducing time for recording. The result is that we did not make as much progress as predicted with monitoring and tracking but the positive impact for individual children on their progress and learning was evident. Developments with tracking and monitoring will be taken forward as a priority in session 2017, 2018.

Within our setting, children demonstrate a high level of interest about the world around them. Children show high levels of motivation and independence as they enthusiastically use the indoor and outdoor space to help them learn. They confidently lead their learning by making choices about where they want to play, thoughtfully gathering the resources and materials they require to help them learn. Children are absorbed in their play for extended periods of time. They are curious and inquisitive with a strong desire to find out more. We make sound professional judgements about children's progress and how well children are learning and developing.

As we planned and delivered the options for flexible hours this session we were acutely aware of the importance of pacing and subsequently our approaches to learning and teaching. Enabling children to become deeply immersed in play that interested them for extended periods was a priority. The impact of this for children with extended daily hours was that there was less need for children to rush or be rushed. The impact of deep, sustained play was evident and observed in practice.

Creativity is at the heart of play and all aspects of learning. "The excellent range of high quality learning experiences including the abundance of natural materials and resources are encouraging children's limitless creativity." Joint Inspection Report, September 2015

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

- We will make improvements to tracking and monitoring by developing an electronic spreadsheet to collate relevant information about children across their total nursery experience.
- We will improve support for individual children to improve attainment in literacy, numeracy and health and wellbeing.
- We will attend whole staff training on 'Developing an Autism Friendly Nursery' led by ASL Services to improve equity and inclusion.

Self Evaluation 2016 – 2017

	Quality Indicator What is our capacity for continuous improvement?	Centre Self – Evaluation 2016 – 17 (Using the six point scale)	HMle Inspection Date and Evaluations	Follow through (if applicable)
1.3	Leadership Of Change	Very Good	Improvement through self-evaluation Very Good	
2.3	Learning, Teaching And Assessment	Very Good	Children's Experiences Excellent	
3.1	Ensuring Wellbeing, Equity And Inclusion	Very Good	Improvements in performance Very Good	
3.2	Securing Children's Progress	Very Good	Meeting Learning Needs Excellent	
2.2	Curriculum	Very Good	The Curriculum Very Good	
	Centre's chosen QI			

Care Inspectorate			
Date Inspected	Themes inspected	Grades awarded	Follow through (if applicable)
June 2015	Quality of care and support	Excellent	
June 2015	Quality of environment	Excellent	
June 2015	Quality of staffing	Excellent	
June 2015	Quality of management and leadership	Excellent	

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>2.2 Curriculum</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>
<p>Priority: To plan and prepare for relocation of the nursery to the permanent site during 2018, taking account of provision for 2 year olds and introduction of 1140 hours.</p>		
<p>Overall Responsibility: Stella Brown</p>		
<p>Outcome and impact on learners:</p> <ul style="list-style-type: none"> • Children will take part in the planning processes of their new nursery and learn how to share their thoughts and ideas. • Children will help to record progress of the build and make site visits to engage in first-hand experience to observe the construction. 		

Tasks	By Whom	Timescale	Resources	Progress/Impact of task
To involve the children in the construction process and development of their new nursery.	LP	August 2017 to June 2018.	Time for regular visits Camera Folder/book for 'the story'	
Staff to visit a range of settings to observe and develop knowledge and experience of working with under 3's.	SB, LP, MF, MD-K, EM, LR,CS, LD	August 2017 to June 2018	Time/cover Materials to record and share with colleagues	
To develop theoretical knowledge of working with younger children by reading/discussing Pre-Birth to Three National Guidance and Building the Ambition.	SB, LP, MF, MD-K, EM, LR,CS, LD	August 2017 to June 2018	Time Pre-Birth to Three National Guidance Building the Ambition	
Engage with Joanna Hughes and Eilish Guy, Development Officers for 'Working with 2's.'	SB, LP, MF, MD-K, EM, LR,CS, LD	In-set Training Day October 2018	½ day training	
Staff to identify CPD opportunities for additional learning opportunities from the directory		August 2017 to June 2018	Time/cover	

Learning provision

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

<p>Themes</p> <p>2.1 Safeguarding and child protection</p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment</p> <p>2.4 Personalised support</p> <p>2.5 Family learning</p> <p>2.6 Transitions</p> <p>2.7 Partnerships Other related HGIOELC</p> <p>QI's/Themes</p> <p>1.1 Self-evaluation for self-improvement</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>
<p>Priority: To improve learning experiences in literacy and numeracy to support reduction of the attainment gap</p>		
<p>Overall Responsibility: Stella Brown</p>		
<p>Outcome and impact on learners:</p> <ul style="list-style-type: none"> • Children will develop skills, knowledge and experience through play to support individual progress. • Tracking and monitoring information will show almost all children are making very good progress in literacy and numeracy. 		

Tasks	By Whom	Timescale	Resources	Progress/Impact of task
To develop the role of Literacy Mentor and use the guidance in 'getting ready to read', publication from Care Inspectorate to improve provision to identify steps for improvement.	LP	August 2017 to June 2018	Time Copies of 'getting ready to read'.	
Improve the visual environment in the nursery by working in partnership with a S< (parent) to support increased use of Boardmaker signs for children to 'read' the environment.	LP/JC	August 2017 to December 2017.	Time Visual symbols to display Adult support for individual children	
'Language Boost' whole staff training to take place with nursery S<, Natalie Lodge.	SB, LP, MF, MD-K, EM, LR,CS, LD	14 th August 2017 In-service training.	Time – ½ day	

Raise the profile of the nursery library and support families to make good use of an excellent resource. Staff to monitor use of the books with a view to increasing lending and the number of children who are regularly having stories at home.	SB, LP, MF, MD-K, EM, LR,CS, LD	August 2017 to June 2018	Time Audit quality and range of books with a view to updating.	
Invite parents to read books and stories in nursery on a regular basis. Support bilingual parents to enhance the broader language experience.	LP	August 2017 to June 2018	Time Dual language books	
Improve staff knowledge of the stages of early writing to enhance understanding of the significance of early mark making.	SB	14 August 2017	Time on in-service training day	
Term 3 – provide preschool children with a writing pack of high quality materials to encourage mark making with a parent/carer at home.	SB, LP, MF, MD-K, EM, LR,CS, LD	April 2018	Time Finance to provide zip wallet, jotters, writing pencils, coloured pencils. White board, markers, cleaner. Information Leaflet	
Develop a programme of meetings ‘coffee n chat’ for parents/carers as a forum for discussion on a range of subjects that will be developed in consultation with the group.	SB, LP, MF, MD-K, EM, LR,CS, LD	June 2018	Time Meeting Place	
Re-introduce weekly ‘Come and Join Us’ sessions for families/carers to join in with number rhyme sessions to enjoy with their children and to learn the songs and words and have some fun with maths.	SB, LP, MF, MD-K, EM, LR,CS, LD	August 2017	Time	
Complete literacy and mathematics environment toolkits to audit current provision and highlight areas for improvement.	LP	August to October 2017	Time Toolkits	
Contact Molly Page to request whole staff training on 1:5 attainment challenge.	SB	August 2017	In-service time	

Successes and achievements

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

<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 Learning</p> <p>2.3 Learning, teaching and assessment</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>
<p>Priority: To improve attainment in literacy, numeracy and health and wellbeing by improving observation, tracking and monitoring to support learning for every child.</p>		
<p>Overall Responsibility: Stella Brown</p>		
<p>Outcome and impact on learners:</p> <ul style="list-style-type: none"> • Through effective tracking and monitoring, individual children's strengths and learning needs will be identified and learning supported most appropriately. • Increased knowledge and understanding of ASD will improve inclusion and learning experiences for children. 		

Tasks	By Whom	Timescale	Resources	Progress/Impact of task
Key staff will attend Up Up & Away training.	Up Up & Away Trainers	21 August, 4 September 2017	CPD training Revised Up Up & Away resource Educational Psychologist	
All staff will use the revised resource to assess & support children causing concern.	SB, LP, MF, MD-K, EM, LR, CS, LD			
All staff will attend 'Developing an Autism Friendly Nursery' training.	ASL Team	15 August 2017 In-Service	CPD Training ASL Team to present	
All staff will take part in a training session on revisiting observation skills.	SB	14 August 2017 In-Service	CPD Training	

<p>All staff will focus on improving children's comments on observations in literacy, numeracy and health and wellbeing as a priority published on Learning Journals.</p>	<p>SB, LP, MF, MD-K, EM, LR,CS, LD</p>	<p>August 2017 to June 2018</p>	<p>Time Support to develop skills</p>	
<p>All staff to revisit the CEC trackers in literacy and numeracy to support knowledge and understanding, therefore improving confidence and consistency to assess progress.</p>	<p>SB, LP, MF, MD-K, EM, LR,CS, LD</p>	<p>October 2017</p>	<p>Time Support to develop skills</p>	
<p>Develop a spreadsheet to gather data about individual children to increase effectiveness of identification of learning needs and achievements.</p>	<p>SB</p>	<p>October 2017</p>	<p>Time Admin support</p>	
<p>Revisit 'Taking a Closer Look' to support individual children where more detailed information is required to support or challenge an aspect of learning to improve attainment.</p>	<p>SB/LP/MF</p>	<p>August 2017 to June 2018.</p>	<p>Time</p>	

Cluster priority

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