



IMPROVEMENT PLAN 2016 - 2017

FOR



Banchory Primary School



BANCHORY NURSERY



Supported to Achieve Real Success

Aberdeenshire Council Education & Children's Services

"Education & Children's Services works to improve the lives of children and young people, families and communities through the delivery of high quality services across Aberdeenshire"

BANCHORY PRIMARY SCHOOL

'Powerful Learning through Quality Teaching'

The following school values are at the heart of all we do:

Honesty – Respect – Responsibility – Kindness
(updated Dec '16)

'At Banchory Primary School we aim to be an exceptional and inclusive learning community where powerful learning is attainable through high quality teaching'.

- We believe that all learners are entitled to a wide and empowering range of knowledge, skills and values.
- By ensuring a positive learning culture and ethos, learners are encouraged to develop as: successful learners; effective contributors; responsible citizens; and confident individuals.

In Nursery, we express the above value and visions through our 'STARS' statement, where every child is **'Supported to Achieve Real Success'**.



BANCHORY NURSERY



Supported to Achieve Real Success

E&CS Services

Aberdeenshire Council and Education and Children's Services is committed to improvement through effective self-evaluation. The significant relationship between effective self-evaluation and school improvement can also be seen as an "inwards, outwards, forwards" approach to help you and your partners answer the questions which remain at the heart of self-evaluation:

- **How are we doing?**
- **How do we know?**
- **What are we going to do now?**
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Effective self-evaluation involves a level of reflection and critical enquiry which is best achieved through a blend of internal and external analysis. Making sound judgements about the impact on learners should be central to self-evaluation. The BPS Nursery team will refer to 'How Good is Our Early Learning and Childcare' and 'Building the Ambition' to support self-evaluation.





Improvement Plan

Improvement Focus No.	1	Leadership and Management			
Identified Theme (From S&Q / Self-Evaluation)	Strategic planning for continuous improvement: (QI 1.3 – Leadership of change) <ul style="list-style-type: none"> •Developing a shared vision, values and aims relevant to the ELC setting and its community •Strategic planning for continuous improvement •Implementing improvement and change 				
Actions Date started:	Who?	Intended Outcome (s) / Impact What will change for Children at Banchory Primary School NURSERY	How will we measure progress & success?	Timeline	Progress check
1. Refresh the vision, values and aims of the School/Nursery. 2. Promote the renewed vision, values and aims within School, Nursery and the wider community. 3. Maximise opportunities for staff & learners to reflect on whether the updated vision, values and aims are being incorporated into their daily school/nursery life and learning.	SLT – Pupil Council Parent Council PTA All Staff All stakeholders Learners	<ul style="list-style-type: none"> • All learners, the PTA, PC, wider parent forum and staff will be involved in the consultation: input/feedback stage. • They will be able to demonstrate support and understanding for the aims of the school/nursery. • Everyone in school/nursery should be aware of and able to articulate the VVAs. • Learners will be able to articulate and explain the relevance of the VVAs towards their learning. <hr/> <ul style="list-style-type: none"> • The Nursery staff will work with the SLT, the Nursery children & Parents/Carers to explore creative and innovative ways to embed the VVAs across Nursery. • The updated VVAs will inform future planning, change and improvements across all Nursery developments. 	<ul style="list-style-type: none"> • The new vision, values and aims will be visible throughout the school/nursery as well as shared via various formats amongst the wider school community. • When questioned by SLT or visitors, staff and learners should be able to explain the vision, values and aims. • Comparison of pre & post survey responses. 	June '16 start Dec '17 – N & Sch complete March '17 -review	✓ ✓



Improvement Plan

Evidence of Progress / Comments / Next Steps			
Date: 27.06.16	PC meeting focus on discussion of 'values'. Followed up with a consultation with pupils/staff to ascertain current knowledge of existing vision, values and aims.		
Nov '16	Staff work on values.		
Dec '16	Pupil Council devised survey. Results collated. Pupil Council/Joint Parent Council collaboration on results.		
January '17	Pupil Council final work with PC to design updated logos/statement & media etc to 'share and promote' the VVAs.		
Feb '17	Staff in-service feedback. Launch by PC.		
March '17	Review by Pupil Council.		



Improvement Plan

Improvement Focus No.	2	Learning Provision (Including Improving Transitions)			
Identified Theme (From S&Q / Self-Evaluation)	<ul style="list-style-type: none"> Quality of Interactions - Effective use of assessment <p>“ The Unique Child”</p>				
Actions Date started	Who	Intended Outcome (s) / Impact What will change for Children at Banchory ELC setting	How will we measure progress and success?	Timeline	Progress check
<p>Develop and define approaches to the keyworker role</p> <p>Further develop profiling and reporting approaches through reviewing the existing learning journeys and introducing Online Learning Journals</p> <p>Review Parent Meetings in light of the revised keyworker system</p> <p>Review planning process – build the confidence of staff and involve all (parents and children)</p> <p>Upskill staff to know ‘when and how’ to intervene to deepen / move a child’s learning on.</p>	EYLP EYP SLT Parents (Focus Group)	<p>Key worker role: -supports families appropriately - provides parents and children with a named/familiar point of contact in Nursery - better targets children’s individual needs</p> <p>Parents feel better informed about their child’s learning; parents receive regular and up to date information about their child’s learning.</p> <p>Increased parental involvement in their child’s learning journey; parents and children make contributions to profiles and reflect on learning using a common language</p> <p>More efficient use of time when tracking, reporting & profiling</p> <p>‘In the Moment Planning’ is responsive to children’s interests and needs; is child led and in real time. Observations identify ‘teachable moments’ and extend and deepen learning. Individual needs are catered for.</p> <p>High quality, informed, timely observations and interventions lead to significant improvement to learning and developmental outcomes for all children</p> <p>Increased staff confidence is reflected in quality dialogue during planning/evaluation meetings.</p>	<p>Survey Monkey - the needs and aspirations of all are appropriately met</p> <p>Parent Focus Group minutes</p> <p>Moderation – staff and partner providers</p> <p>Feedback – parents, pupils and staff</p> <p>LJ records: Increased engagement of parents/children in the profiling process incl. tracking wider achievements</p> <p>Daily records of ITMP, observations and joint evaluations of learning..</p> <p>Staff self-evaluation.</p>	<p>August ‘16 start–</p> <p>Jan ‘17 –review</p> <p>March 2017 complete</p>	
Evidence of Progress/Comments/Next Steps					





Improvement Plan

Oct 2016	<ul style="list-style-type: none">• Trial of 'On-Line Learning Journals' successful and system implemented. Twilight collaboration with partner providers shared practice and provided opportunity for professional discussion and moderation. Successful parents information workshops led by EYLPs. Positive feedback from parents. →next steps: staff use the profiles to support children to reflect on their learning; introduce plenary sessions to make learning visible and model the language of learning with the children.• KW role reviewed: KWs are paired to provide support for staff and encourage professional dialogue; SLT-KW fortnightly meetings started; named key workers identified with families, termly KW-parent meetings in school calendar →next step: review session handover process in response to parental feedback and staff evaluation
Nov 2016	<ul style="list-style-type: none">• Quality of observations: PT worked with individual staff and moderated quality of LJs' observations. Continue. →next steps: refresh staff knowledge of Schema - link to observations and future planning; Parent Work shop on understanding schema in play
Jan 2017	<ul style="list-style-type: none">• Paperless planning was not successful and staff evaluation found it to be of limited value. ITMP implemented: responding to/recording 'teachable moments' based on quality observation. More directly linked to child led learning. .• . Awareness raising session with staff completed. Share with parents Feb 2017. Review March 2017 →next steps; update Floor Book training; collaboration between Nursery and P1 staff around shared understanding of planning approaches to learning;



Improvement Plan

Improvement Focus No.	3	Success and Achievements			
Identified Theme (From S&Q / Self-Evaluation)	3.3 Developing Creativity and Skills for Life and Learning <ul style="list-style-type: none"> Developing Creativity “Enabling Environments” 				
Actions	Who ?	Intended Outcome (s) / Impact What will change for Children at Banchory Nursery ELC setting	How will we measure?	Timeline	Progress check
<p>Review use of space inside outside: redesign the learning environment to enable skills’ and inquiry based learning to take place.</p> <p>Audit and re-prioritise resources: provide open ended, natural resources that enhance learner choice, encourage creativity, curiosity and inquiry.</p> <p>Adapt the physical environment to enable children to freely access resources.</p> <p>Develop staff understanding of the value of process based learning experiences, and how to capitalise on children’s thinking by scaffolding, modelling, questioning and making their own thinking explicit.</p> <p>Upskill staff in using high level questioning that promote enquiry and curiosity.</p> <p>Build staff confidence in facilitating /supporting child led play and learning through an ‘<i>In the Moment</i>’ approach to planning.</p> <p>Create a freer-flow environment across Nursery that increases learner choice, encourages independence and enables each child to follow their own learning journey at their own pace</p>	EY(L)Ps SLT PT	<p>Creativity and individuality are seen to be at the heart of play and all aspects of learning in our Nursery. Process based learning is valued by staff and parents.</p> <p>Emilio Reggio approaches encourage children to be inquisitive, imaginative and to take risks in their learning</p> <p>Children access open ended play materials to extend their creativity and thinking. Children self-select resources and self-direct their learning.</p> <p>Our indoor and outdoor learning environments offer high quality experiences that enable children to explore ideas and materials and to use their imagination freely.</p> <p>High quality discussion and interaction support children to explain their thinking and to reflect on their learning. A common language of learning is used by children parents and staff:</p> <p>Children have the freedom to develop their play, follow their interests and to deepen their learning. They confidently lead aspects of their own learning.</p> <p>Well timed, quality interactions enhance and extend play/learning.</p> <p>High quality exploratory and sensory play enables children to explore possibilities, plan, design and evaluate solutions as they apply their skills across learning.</p>	<p>Observations of levels of child engagement and interaction with their learning environment.</p> <p>Evaluations of learning.</p> <p>Feedback from children and parents.</p> <p>Increased staff confidence during planning meetings.</p> <p>On-Line Learning Journals.</p> <p>Evidence in ITMP of individual learning journeys, adult interactions that extend and deepen learning. Professional dialogue between SLT and Staff</p>	<p>Start Aug 16 Complete March 2017</p> <p>Review June 2017</p> <p>Start Jan 2017 Complete June 2017</p>	



Improvement Plan

Evidence of Progress/Comments/Next Steps

Oct 2016	<p><u>Enabling environments: Indoor Nursery learning spaces redesigned with staff and children</u></p> <ul style="list-style-type: none"> • Lower room redesigned and skills' areas created: audit of resources started – ongoing; open-ended loose parts resources available for children at all times; 'self-select' art studio established, doors removed from cupboards; open-ended mark making space created; children involved in the redesign process - children making wider choices – independence, decision making and creativity in play and learning increased. Higher levels of engagement and extended play observed. Increased role play. • Emilio Reggio inspired approaches adopted and informing continuous provision.
Nov 2016	<ul style="list-style-type: none"> • Creative approaches to Outdoor Learning Training completed by all • →Next step: develop outdoor learning environment to promote high quality experiences that enable children to explore ideas and natural materials and to use their imagination freely (Feb 2017 Inset)
Jan 2017	<ul style="list-style-type: none"> • Created free flow around indoors/outdoors: In response to parental feedback/staff evaluation: increased opportunity for child choice of play from the start of session; enhanced child registration led to gr eater learner choice; higher levels of focus and engagement; increased dialogue between child and parents around Nursery play; increased independence and confidence. Less adult directed and increased child initiated play opportunity. • Twitter a/c started & linked to school website to share on a wider basis news, achievements, improvements; and signpost innovative EYS educational thinking and practice and creativity to parents and staff <p>→ next step: encourage staff to take ownership of sharing positive effects of change/developments with all parties going forward → next step: raise awareness with parents to increase follower numbers →link with partner settings a/c the country to share innovative practice and creativity</p> <ul style="list-style-type: none"> • Reorganised staff deployment to support revised learning environment – EYLP led . • P/T led focus on improving quality of adult – child interaction, linked to ITMP. On going. • Upper room identified as a multi-functional learning space for children, staff and parents: space for keyworkers to meet with families, 'learning together' information workshops started, Kidz Café family social sessions started: very positive response from parents, increasing number of parents attending through word of mouth & positive feedback;. Staff training space + cluster partners: 'Learning Journals workshop (Nov2016), EYLP support group (Nov 16/Jan 17), Inset (Nov, Feb). <p>→next step: continue to widen the range of information sessions offered: 'Active from the Start' coordinator; SALT, 'Process versus Product', 'Understanding schema in play'. Guage priority areas from focus group dialogue and Survey Monkey..</p> <ul style="list-style-type: none"> • →Next step: Collaborate with partner settings in sharing practice around enhancing creativity