

# School Improvement Planning Returns to Local Authority (2019 - 2020)

School: EASTRIGGS PRIMARY SCHOOL

Date: SESSION 2019 2020

## 1. Vision, Values and Aims

*An essential element in the improvement process is a shared and agreed vision and set of values. These need to be dynamic, reviewed and referred to continuously. The Vision, Values and Aims statement should indicate the school's stance in ensuring excellence and equity for all learners.*

*Refer to HGIOS?4 / HGIOELC?: Leadership and Management - QI 1.3 Leadership of Change – Theme 1: Developing a shared vision, values and aims relevant to the school and its community; Learning Provision - QI 2.2 Curriculum – Theme 1: Rationale and design; Successes and Achievements - QI 3.1 Ensuring Wellbeing, Equality and Inclusion - Theme 1: Wellbeing & Theme 3: Inclusion & Equality; Successes and Achievements - QI 3.2 Raising Attainment and Achievement - Theme 4: Equity for All Learners*

### Our Vision, Values and Aims

#### School Statement

Eastriggs Primary School is a non-denominational school with a nursery class situated in the village of Eastriggs. It forms part of the Annan Cluster of schools within Dumfries & Galloway. There are currently 131 pupils on our Primary school role and 20 pupils in our nursery. At this time we have seven straight primary classes. This session our nursery offers early access to the 1140 hours programme. Our nursery team is made up of a newly appointed nursery manager and a newly appointed full time nursery nurse who will be working alongside our existing, experienced nursery nurse. Our nursery provides early learning and childcare to some children who are two years old.

The majority of children who attend Eastriggs Primary live in SIMD decile 7 (58%), 37% live in Decile 4, 4% in Decile 6, 1% in Decile 9 & 1% in Decile 10. 21 of our pupils are entitled to free school meals. Eight pupils live out with the catchment zone. To date we have nine families who have engaged with Social Work Service during last session, with none of our pupils currently on the Child Protection register. We have six Looked After Pupils within the school, one of whom is looked after at home. six of our pupils live in kinship care. Two children identify as Syrian refugees. We have three families from the travelling community. We have nine Child's Plans open at this time.

Data from October 2017 shows that attendance was 95.1%, we noted that this is above the Regional average and in line with the National average. We have a travelling community of seven families within the school. We have ten children working with IEPs and a further twelve who work with targets set out in ASLPs. We have reduced exclusion rates this session from two last session to zero this session. We have public library situated within the building that we make good use of.

The school has undergone another period of unsettled staffing. The Head Teacher was replaced in terms two and three by a substantive Head from within the Authority. Two of the three upper school teachers left midway through the academic year leading to a period of highly unsettled staffing for both classes. One class saw a teacher return from maternity leave at the midway point.

Moving to session 2019/2020 a further two staff will be on maternity leave; the school have secured a probationer and will be appointing a full time permanent member of staff. The retirement of the Nursery Teacher sees the school appointing a Nursery Manager as well as another full time permanent nursery nurse as part of the 1140 hours agreement.

During session 18/19 the school made good progress against the three aspects of development as outlined by Education Scotland during their visit in May 2018. During session 2019/2020 the school aims to streamline their improvement work, working on fewer priorities in more depth with a clearer strategy. We will be working very closely with our Cluster on shared priorities within indicators 2.3 & 3.1.

## School Vision Values and Aims

The vision of the school outlines our purpose, helps set the direction and gives us an ambitious goal to reach towards.

### Our vision is:

**Teach us all to read and write and teach us well so we grow up to be the best we can at whatever we wish to do. Take care of our Earth - the flowers, the trees, the rivers, the seas - and teach us how to care for it in our turn.**

(Caroline Castle, based on the rights of the child.)

The vision sets out what our school intends to achieve. It is our mission. We have further developed this with a mission statement for our school. We wanted it to be inspiring, specific and something everyone in Eastriggs can get behind and support.

### Our mission statement is:

**We will fulfil our potential by learning and working together, taking an interest in the world around us and every opportunity to achieve and improve.**

Values are the beliefs and moral principles that lie behind the school's culture. Values give meaning. While values can vary widely from school to school, they should articulate what we truly believe in.

### Our values are:

- **Respect**
- **Resilience**
- **Honesty**
- **Friendship**
- **Achieving**
- **Kindness**

### **Review Date:**

Initially revised by Parents, Pupils and Staff during session 2017/2018. Final statement adopted at Parent council meeting, 11.01.18

**Review Date:** This will be reviewed as part of the start of session work within school and then again as part of the Parent Council work in January 2020.

**Review Activities (as appropriate)**

- Staff meetings
- Whole school assemblies
- Referred to in conjunction with the 'Promoting positive behaviour' policy
- Ask all staff to make explicit reference to it in class when dealing with issues arising.
- Review with Parent Council to ensure it still meets the needs of the school.

**Nursery Vision Values and Aims**

The vision, values and aims of the nursery were revised at the start of this session to bring them closer in line with that of the school. The newly adopted VVA reflects the school's ambitions with a slight change to the Values, as requested by the parents. It now reads:

*Schools should evidence how all of their stakeholders; parents, learners, staff and partners are closely involved in creating and reviewing the Vision, Values and Aims. (If these have not been recently reviewed, please indicate likely review date).*

## 2. School Improvement Progress Report

*Looking inwards, looking outwards: What key outcomes have we achieved? What are our strengths and areas for improvement? What is our capacity for improvement?*

*In completing this section, it may be useful to refer to the statements of impact within the Level 5 Illustration for relevant HGIOS? 4 / HGIOELC? Quality Indicators, National Improvement Framework (NIF) 4 key priorities and the 6 NIF drivers.*

### 2.1 Progress against Previous Year’s School Improvement Priorities

Area for Improvement	Progress and Impact on: Learners’ successes and achievements The school community’s successes and achievements - as appropriate (Include evidence of impact.)	Next Steps (Looking Forwards)
<p><b>School Priority 1</b></p> <p><b>LEARNING &amp; TEACHING</b></p> <p><b>NIF Priority</b> <i>Improvement in attainment, particularly in literacy and numeracy</i></p> <p><i>Closing the attainment gap between the most and least disadvantaged children and young people</i></p> <p><b>NIF Driver</b> <b>School improvement &amp; Assessment of children’s progress</b></p> <p><b>HGIOS?4 / HGIOELC QIs</b> <b>QI – 2.3 &amp; 3.2</b></p> <p><b>ELC – 3.2</b></p>	<p><b><u>CLOSING THE LITERACY GAP</u></b></p> <p>Over 8 weeks of intervention (average 29 lessons), learners experienced:</p> <ul style="list-style-type: none"> <li>• An average gain of 9 standardised points, or 7 months in Reading Age.</li> <li>• An average gain of 7 standardised points in Spelling.</li> <li>• Accelerated progress in reading through an average of 9 instructional levels and re-entry</li> <li>• into the school reading programme at a more advanced stage.</li> <li>• Noticeable improvements in phonic knowledge, word recognition and writing (see CLG Scrapbook).</li> </ul> <p><b><u>Parent Feedback</u></b></p> <ul style="list-style-type: none"> <li>• Three of the four sets of parents remained highly committed throughout the 8 weeks and were able to fully support homework tasks with a shared determination to boost attainment.</li> <li>• Post-intervention Questionnaires did indicate, however, that this could be a struggle if the child had other after-school commitments.</li> <li>• Every parent was delighted with their child’s progress. These parents reported feeling more involved and more confident about how to support and engage their children at home.</li> <li>• Motivated and empowered parents!</li> <li>• The Parent Questionnaire at the end of the project reflected the same positive picture of impact. When asked what the favourite things about the project were:</li> </ul> <p><i>“It was good to see Lachlan’s confidence grow in his reading.”</i> <i>“I enjoyed it being different activities every night and not just reading and spelling.”</i></p>	

	<i>"Seeing how much Cameron improved in his reading from the beginning".</i>	
<b>School Priority 2:</b>  <b>NIF Priority</b>  <b>NIF Driver</b>  <b>HGIOS? 4 / HGIOELC? QIs:</b>		
<b>School Priority 3:</b>  <b>NIF Priority</b>  <b>NIF Driver</b>  <b>HGIOS? 4 / HGIOELC? QIs:</b>		
<b>2.1.1 Report on the impact of PEF</b> <ul style="list-style-type: none"> <li>• Comment specifically on how PEF is making a difference / closing the attainment gap for identified cohorts of children / young people?</li> <li>• How rigorous is the school's approach to providing robust evidence of closing the attainment gap?</li> <li>• How well are you removing barriers</li> </ul>		

to learning and ensuring equity for all?

## 2.2 Summary of Key Strengths and Areas for Improvement (What is our capacity for continuous improvement?)

Refer to HGIOS? 4 / HGIOELC? Quality Indicators relevant to your school's context in making comment.

Quality Indicator	How well are you doing? What's working well for your learners? (Include evidence of impact.)	Areas for Improvement	Evaluation of this QI using the HGIOS?4 six-point scale
<p><b>1.3 Leadership of Change</b></p> <ul style="list-style-type: none"> <li>Developing a shared vision, values and aims relevant to the school and its community</li> <li>Strategic planning for continuous improvement</li> <li>Implementing improvement and change.</li> </ul>	<p>Our vision and values play a prominent role in the life of the school. The vision, which is easily understood by all children, is displayed attractively in the school's reception area. The values underpin the respectful relationships which are evident in the school, between staff and children and among children. They are also evident in the school's work with partners.</p> <p>The Nursery team and HT worked with parents and children to create new a Vision and Values which is in keeping with the school this has led to a positive transition experience for the children and new families when joining our school.</p> <p>Parents gave positive and insightful contributions to the development of the school's 'Positive Behaviour Policy.' This was achieved through focus groups, meetings, informal discussions and questionnaires.</p> <p>Self-evaluation activities are regular: planned; formal &amp; informal. E.g. Children have been more engaged in evaluating their wellbeing needs this session though the use of termly wellbeing webs. School has been responsive to individual and class needed based on this</p>	<p>HT to work with the newly appointed Nursery Manager to ensure a smooth transition.</p> <p>The Parent Council have attended 'Respect Me' training at National level and plan to use this to engage ore parents in the work of the school around this policy next session.</p> <p>School improvement planning to be more focused and self-evaluation activities identified at the outset. These will be more streamlined and feed directly in to SIP cycle.</p>	<p><b>GOOD</b></p> <p>4</p> <p>7</p>



	<p>feedback.</p> <p>The head teacher and the principal teacher work well together and provide strong leadership to the school.</p> <p>This session Senior leaders have worked more closely with the nursery team and all meetings are recorded with actions and acted upon.</p>		
<p><b>2.3 Learning, Teaching and Assessment</b></p> <ul style="list-style-type: none"> <li>• <i>Learning and engagement</i></li> <li>• <i>Quality of teaching</i></li> <li>• <i>Effective use of assessment</i></li> <li>• <i>Planning, tracking and monitoring.</i></li> </ul>	<p>School programmes in the core areas are robust and progressive and when implemented well have led to good levels of attainment.</p> <p>[This session Staff have continued to implement the bespoke assessments tools they created as a team to support children’s progress in literacy and aspects of numeracy. This has led to more sound judgments about children academic progress.</p> <p>Examples of the school’s moderation work were commended by the authority QAMSOs.</p> <p>Examples of the school’s holistic assessments were shared at cluster level as good practice.</p>	<p>SNSAs were undertaken in May and show good attainment for most cohorts. SNSAs will be carried out in November next session for P4 &amp; P7 so as to be used as a diagnostic tool rather than in a summative way.</p> <p>The school has had another unsettled year in terms of staffing with some classes having upwards of nine teachers during the academic year. Despite measures in place to negate the possible negative impact of this, results for certain cohorts are disappointing. The HT has worked with the local authority to ensure more consistency with staffing for next session.</p>	<p><b>GOOD</b></p> <p><b>4</b></p>
<p><b>3.1 Ensuring wellbeing, equality and inclusion</b></p> <ul style="list-style-type: none"> <li>• <i>Wellbeing</i></li> <li>• <i>Fulfilment of statutory duties</i></li> <li>• <i>Inclusion and equality</i></li> </ul>	<p>Children have been more engaged in evaluating their wellbeing needs this session though the use of termly wellbeing webs. School has been responsive to individual and class needed based on this feedback.</p>	<p>School to enhance provision for religious observation.</p> <p>More streamlines and manageable use of Pupil Equity Funding leading to better academic gains for the pupils in receipt of</p>	<p><b>GOOD</b></p> <p><b>4</b></p>

	<p>The needs of children requiring additional support are being met well. Children’s needs are identified and considered, prior to appropriate plans being put in place. Care-experienced children are also supported well. Progress against individual milestones is good.</p> <p>All children receive 2 hours of quality physical education.</p> <p>We monitor children’s attendance on an on-going basis and have clear procedures in place to ensure that children attend school consistently. We make good use of the attendance liaison officer, where required, and seek creative ways to encourage children to attend school, E.g. early-morning clubs to motivate them and a free breakfast club.</p>	<p>this funding.</p> <p>More rigorous monitoring of the impact of PEF.</p> <p>Bespoke after school clubs that meet the needs of pupils in receipt of PEF.</p>	
<p><b>3.2 Raising attainment and achievement</b></p> <ul style="list-style-type: none"> <li>• <i>Attainment in literacy and numeracy</i></li> <li>• <i>Attainment over time</i></li> <li>• <i>Overall quality of learners’ achievement</i></li> <li>• <i>Equity for all learners</i></li> </ul> <p><b>3.2 Securing children’s progress (for Early Learning Childcare)</b></p> <ul style="list-style-type: none"> <li>• <i>Progress in</i></li> </ul>	<p>For session 2018/2019 our attainment data shows good progress in most areas. Moderation has aided teacher confidence in assigning ‘Attainment of a Level’ and we feel professional judgements are more reliable in relation to National Benchmarks.</p> <p>Work on the Talking and Listening programme has led to more reliable data in this area.</p> <p>Our highly structured and repetitive numeracy programme continues to deliver good results for learners.</p>	<p>Writing continues to be an area of concern for us. We undertook professional learning around the ‘Talk for Writing’ methodology but this has met with mixed success. Writing will continue to be a focus for our improvement work.</p> <p>A small test of change led to enhancing specific areas of the nursery with more mathematical language this has met with</p>	<p><b>GOOD</b></p> <p><b>4</b></p>

*communication, early language, mathematics, health and wellbeing*

- *Children’s progress over time*
- *Overall quality of children’s achievement*
- *Ensuring equity for all children*

**Reading**

	2015	2016	2017	2018	2019
P1	82%	94%	80%	71%	72%
P4	69%	82%	86%	73%	93%
P7	63%	50%	82%	78%	94%

**Writing**

	2015	2016	2017	2018	2019
P1	68%	75%	73%	80%	61%
P4	58%	75%	71%	73%	57%
P7	41%	50%	70%	78%	75%

**Listening and Talking**

	2015	2016	2017	2018	2019
P1		82%	87%	80%	77%
P4		94%	100%	100%	86%
P7		42%	100%	100%	88%

**Numeracy**

	2015	2016	2017	2018	2019
P1	68%	75%	87%	80%	61%
P4	58%	44%	86%	69%	93%
P7	52%	50%	63%	78%	82%

In the nursery, staff are more able to talk about the impact of training undertaken. Self-evaluation activities document the need for ongoing work creating a literacy rich environment for the pupils.

success and now needs to be rolled out across more areas of the setting. This will feature in next year’s improvement work.

<b>2.2 Curriculum: Theme 3 Learning Pathways</b>		
<b>2.7 Partnerships – Theme 3: Impact on Learners</b>  The impact of parental involvement on improving children and young people’s learning.		

### 3. SCHOOL IMPROVEMENT PLAN 2019 - 2010

*Clearly identify within your School Improvement Plan where you are using Pupil Equity Funding to improve outcomes for learners.*

*The 'Planned Management of Improvement Area' (Column 4) should indicate lead person/s, resources, time allocations; for example, collegiate sessions. Consideration should be given to how bureaucracy will be reduced and workload managed with the school's 35-hrs Working Time Agreement.*

How are you using pupil equity funding to improve outcomes for learners?			
Improvement Area	Outcomes for Learners / School Community	Key Tasks	Planned Management of Improvement Area (Include: Responsible/Lead Person, Time Allocations, Funding – including PEF and Expected Completion Date )
<p><b><u>SCHOOL PRIORITY 1</u></b></p> <p><b><u>NIF Priority</u></b> Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in children and young people's health and wellbeing</p> <p><b><u>NIF Driver</u></b> School Improvement Teacher Professionalism Assessment of children's progress</p> <p><b><u>HGIOS 4 / HGIOELC Qis</u></b> 2:3 – Learning Teaching and assessment</p>	<p><b><u>IMPROVEMENT 1.</u></b> <b><u>Visible Learning</u></b> Through active engagement with the Visible Learning programme (delivered through the Cluster) staff will have access to high level professional learning. Teaching staff will be able to talk about the impact of their professional learning/enquiry. Teachers will be upskilled in identifying manageable changes within their practice that deliver good levels of change for their learners. Positive impact on the learning and attainment of pupils within every class in the school. <i>(More detailed measures for each project will be recorded at the planning stages.)</i></p> <p><b><u>ASSESSMENT 1.</u></b> Ongoing summative and formative assessments as well as standardized</p>	<p>HT to undertake Management training day term 4, session 2018/2019. All Easttriggs Teaching staff to attend launch event with Visible Learning Trainer, 20.08.19. Staff to undertake professional reading following launch event. Collegiate time spent revisiting key messages from initial training. Teaching staff to attend second day of input from trainer, 06.01.20 All teaching staff to undertake personal project work as a result of the input. Staff to engage in peer discussions and observations. 2 x CAT sessions that link with visual learning to revisit thinking discuss progress an issues, look at gathering evidence. Teaching staff to attend final inset training day for the session, taking</p>	<p><b>Expectation that <u>ALL</u> Easttriggs teaching staff will undertake this work.</b></p> <p>HT day 20<sup>th</sup> June all day</p> <p>All teaching staff INSET 20<sup>th</sup> August</p> <p>Individual scoping day (to be arranged).</p> <p>1 x development session Oct 2019</p> <p>All teaching staff INSET 7<sup>th</sup> January 2020</p> <p>Jan – March Peer Observations / 2 x development sessions</p> <p>1 x INSET day May</p>

	<p>data will be gather in conjunction with personal project work to monitor and track attainment/ impact of change.</p> <p><b><u>IMPROVEMENT 2.</u></b>  <u>Modern Languages</u>  Through revisiting programme design and delivery children and staff will engage in a more meaningful way with Modern Languages programme. (L2) Pupils will speak French with more confidence and improved pronunciation.  Staff will feel more confident about the teaching of French at their stage. By having L2 embedded in practice, school will be better placed to deliver L3 during session 2020/21, knowing what supports need to be in place for staff to achieve this.</p> <p><b><u>ASSESSMENT 2.</u></b>  Staff and pupil questionnaires will evidence an improved confidence. Pupils questionnaires will reflect a higher level of enjoyment at P4-P7</p>	<p>any evidence required.  Opportunity for staff to work across cluster at level group meetings, where Visible Learning will be on the agenda.</p> <p>Madam Norel (French specialist) to work with teaching staff role-modeling good practice.  Staff to have access to quality CPD  Staff to revisit and familiarize themselves with resources available  Staff to consistently timetable French for their classes.  Baseline assessment to gather feedback about levels of confidence and enjoyment to be done during term 1.  Questionnaire to be redone at end of session.  Staff to consider what additional CPD is required in order to deliver L2 effectively.  Staff to outline what needs to be done in school (manageability) in order to deliver L3 effectively next session.  Staff to highlight what CPD is required in order to deliver L3 effectively in session 2020/21.</p>	<p><b><u>FUNDING</u></b>  Cluster funded via Annan Academy. Shared Cluster project. Class cover required will be covered by HT.</p> <p>HT to liaise with Madam Norel &amp; staff to arrange dates for visits.</p> <p>4 x development sessions to revisit resources, discuss implementation and delivery, share practice, review needs for L3.</p> <p>HT to feedback to authority Education Officer of impact of additional input this session and needs of school for next session.</p>
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<p>*****</p> <p><b><u>NURSERY PRIORITY 1</u></b></p> <p><b><u>NIF Priority</u></b> Improvement in attainment, particularly in literacy and numeracy</p> <p>Improvement in children and young people's health and wellbeing</p> <p><b><u>NIF Driver</u></b> Parental engagement Assessment of children's progress School improvement Performance information</p> <p><b><u>HGIOS 4 / HGIOELC Qis</u></b> 2:3 – Learning Teaching and assessment</p>	<p>*****</p> <p><b><u>IMPROVEMENT</u></b> <u>Care Plans (Formerly known as Learning Journeys)</u> Key Worker system to be fully implemented in nursery setting allowing lead workers to learning extending next steps challenge leads to more robust record keeping stronger parent/carer relationships</p> <p><b><u>ASSESSMENT</u></b> Parent feedback Next steps are being met and opportunities to extend learning have been accessed by pupils Ongoing professional dialogue.</p> <p><b><u>IMPROVEMENT</u></b> <u>New Team</u> New Nursery manager &amp; new perm. Nursery nurse appointed to start August 2019. The Manager will need time to evaluate the nursery, familiarize herself with the children, families, workers and systems before any improvement work can be carried out.</p>	<p>*****</p> <p>Criteria for pupil to key worker allocation. (Based on a balance of age, need, stage, other agency involvement.) Nursery team to discuss and record a shared standard of the expectation of folder content. How information about all learners will be captured and recorded, (children out with your key working group) Nursery team will revisit their professional learning around schematic play in order to provide stimulating play experiences that are tailored to pupil's individual learning needs. (Key worker accountable)</p>	
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<p><b><u>School Priority 2</u></b></p> <p><b><u>NIF Priority</u></b> Improvement in children and young people's health and wellbeing</p> <p><b><u>NIF Driver</u></b> School Improvement Parental Engagement School Leadership</p> <p><b><u>HGIOS?4 / HGIOELC Qis</u></b> 3:1 – Ensuring wellbeing, equity and inclusion</p>	<p><b><u>IMPROVEMENT 1.</u></b> <b><u>Rights Respecting School</u></b> Through engagement with this initiative the aim is to see:</p> <p>Improved relationships and emotional literacy across our school community (increased engagement, reduction in playground incidents / bullying etc).</p> <p>Improved self-esteem and wellbeing</p> <p>Improved engagement in learning</p> <p>Positive attitudes towards diversity in society</p> <p>Increase in opportunities for pupil voice and leadership</p> <p><b><u>IMPROVEMENT 2.</u></b> <b><u>Respect Me</u></b></p> <p>Following Parent Council training, information will be used to update the school's 'Positive Relationships Policy.' This will ensure that all stakeholders are clear about the processes in place for how successes are celebrated in school and how the school deals with bullying. All stakeholders will have a shared understanding of expectations regarding behavior.</p>	<p>School engagement with Unicef Rights Respecting Schools Programme</p> <p>Identification of key staff to lead RRS across partnership.</p> <p>Involve pupils and parents in creation of Rights Respecting Schools Committees</p> <p>Engage school communities in Rights Respecting Schools programme through assemblies, events and literature.</p> <p>Development of a 'Promoting positive relationships' policy (incorporating anti-bullying).</p> <p>All stakeholders to have access to the most up-to-date information about bullying and the school's position on this.</p>	<p>Ellen Petherick to lead Rights Respecting School project. As lead she will attend information session for Cluster in June 2019.</p> <p>RRS training (Lead + HT) term 1 1x support day</p> <p>Steering group of pupils, staff and parents to be established.</p> <p>Action plan developed</p> <p>3 x CAT nights</p> <p>Parent Council to organise an information evening for whole school based on their 'Respect Me' training.</p>
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<p><b><u>Nursery Priority 2</u></b></p> <p><b><u>NIF Priority</u></b> Improvement in children and young people's health and wellbeing</p> <p><b><u>NIF Driver</u></b> School Improvement Parental Engagement School Leadership</p> <p><b><u>HGIOS?4 / HGIOELC Ois</u></b> 3:1 – Ensuring wellbeing, equity and inclusion</p>	<p>*****</p> <p><b><u>IMPROVEMENT</u></b> <b><u>Personal Care Plans</u></b> Review of Personal Care Plans by new nursery team will ensure that the most up-to-date and relevant information is captured during discussions with parents/carers and used to benefit learners in our care. Nursery team will ensure that systems in place lead to smooth transitions for children starting in our nursery. Nursery team will ensure that the views of the children are reflected in the plans.</p>	<p>*****</p> <p>Review of Personal Care Plans by new nursery team ensuring that that are: succinct; user-friendly; child friendly; identify ‘how to keep me safe;’ capture the most up-to-date and relevant information. Nursery team and parents will devise a model that allows staff to gather information about the ‘whole child’ this will be done in a setting where they are comfortable and feel confident. As part of this work nursery team to work with parents to introduce home visits for pupils starting in nursery. Nursery staff will find meaningful ways of capturing children’s views and aspirations about their own learning journeys.</p>	<p>*****</p> <p>(This team of 3 will be comprised of a newly appointed Nursery Manager, newly appointed FT Nursery Nurse &amp; Existing Nursery Nurse) Through staff meetings, team will be able to focus on progress made to date with the advice received from Care Inspectorate, Authority team and HMIE regarding Personal Care Plans and Learning Journeys. Team will gather parental feedback about what they would find beneficial as part of this transition. Paperwork will be trialed/rolled out as the Nursery Manager sees fit. Staff will review initiative as a team and with stakeholders, evidence of this will be recorded in Nursery self-evaluations.</p>
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<b>School Priority 3</b>  <b>NIF Priority</b>  <b>NIF Driver</b>  <b>HGIOS?4 / HGIOELC QIs</b>			