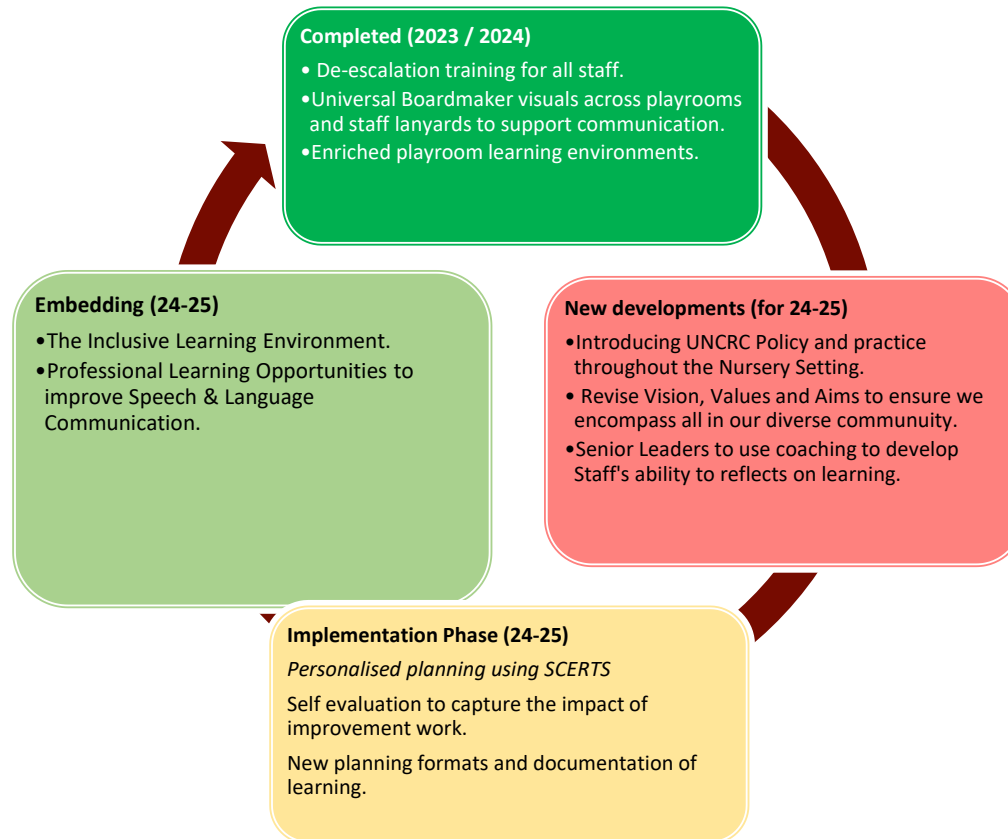


## Glebelands Nursery Improvement Plan 2024 - 2025

### Cycle of Improvement



**Commented [A1]:** This Cycle of Improvement should reflect

- Completed - previous year's improvement priorities that are now no longer required to be on SIP - now embedded in practice
- New development – any newly identified improvement priorities based on summary self-evaluation
- Implementation phase – A continuing priority that still requires a high level of intervention / focus / training etc.
- Embedding – A continuing priority that focusses on ensuring sustainability and consistency

## Glebelands Nursery Improvement Plan 2024 - 2025

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### Vision Values and Aims

#### Glebelands Nursery will

- provide a safe, happy, nurturing and stimulating environment for all our children.
- enable all children to develop their capabilities as successful learners, confident individuals, responsible citizens and effective contributors to society.
- foster a genuine love of learning and create passionate lifelong learners.

#### Our Values

- P Providing a safe and stimulating environment with nurturing practitioners.
- L Learning through play
- A Always trying our best
- Y Young creative and curious minds are developed to reach their full potential

#### Our Aims

- to ensure that all our children are reaching their full potential, using the SHANARRI indicators to guide us.  
**Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included.**
- to work in partnership with families and other professionals to ensure positive outcomes for our children.

**Commented [A2]:** Based on Summary Self-evaluation, School Improvement Report, Annual Audit and feedback from Key Partners  
**Your school's vision, values and aims should be visible.**

## Nursery Priorities 2023-2024



### Presence

- Learning, Teaching and Assessment: Leadership of Play and Learning through High Quality Interactions and enriched learning environments.

### Participation

- Securing Children's Progress: Personalised Support Planning.

### Progress

- Planning Tracking and monitoring using new documentation of learning formats

Commented [A3]: This page should be a visual representation of your agreed improvement priorities for the year ahead.

Feel free to use this template or your OWN bespoke visual (using Word SmartArt; Google slides etc...)

## Glebelands Nursery Improvement Plan 2024 - 2025

- SCHOOL VERSION **SIP Priority 1** Leadership of Play and Learning through High Quality Interactions and enriched learning environments.



**Commented [A4]:** Use the drop down lists to select NIF Priorities, NIF Drivers, EDLM Priorities, PEF Interventions and HGIOS QIs for this SIP Priority. Additional lists can be added by selecting the list, copying and pasting. Drop down lists can be deleted if fewer are required.

Specific area for improvement

- Development of High Quality Interactions and enriched learning environments

Rationale for Improvement (based on evidence from key stakeholders)

To ensure that staff work effectively as part of a team and young children make very good progress across almost all aspects of their learning and development.

<p><b>NIF PRIORITIES</b></p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>NIF DRIVERS</b></p> <p><b>School Improvement</b></p> <p><b>School Leadership</b></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>EDLM PRIORITY</b></p>  <p><b>Presence</b></p>	<p><b>HGIOELC QI</b></p> <table border="1" data-bbox="1075 670 1388 901"> <thead> <tr> <th colspan="3">What is our capacity for improvement?</th> </tr> <tr> <th>Leadership and management</th> <th>Learning provision</th> <th>Successes and achievements</th> </tr> </thead> <tbody> <tr> <td>How good is our leadership and approach to improvement?</td> <td>How good is the quality of the care and learning we offer?</td> <td>How good are we at ensuring the best possible outcomes for all our children?</td> </tr> <tr> <td>                     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 equality                 </td> <td>                     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                 </td> <td>                     3.1 Ensuring wellbeing, equality and inclusion                      3.2 Securing children's progress                      3.3 Developing resilience and skills for life and learning                 </td> </tr> </tbody> </table> <p><b>2.3 Learning, Teaching and Assessment</b></p> <p>Choose an item.</p>	What is our capacity for improvement?			Leadership and management	Learning provision	Successes and achievements	How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?	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 equality	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	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing resilience and skills for life and learning	<p><b>CI Quality Framework QI</b></p>  <p><b>Q.I. 1.3 Play and Learning</b></p>
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**Commented [A5]:** Identify Presence, Participation or Progress

**Commented [A6]:** Identify relevant QI for measuring progress

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
ALL Learners will have evidenced learning journey observations with progressive language of learning to evidence progression through:	Review by DHT with Senior EYE's and Teacher of timetables in line with Q.A calendar.	Quality Assurance calendar-management and evaluation of PLJ's  Senior and DHT feedback in on planning	DHT/SEYE  All Staff	Ongoing but formally review in	QA Calendar  HGIOELC

## Glebelands Nursery Improvement Plan 2024 - 2025

<ul style="list-style-type: none"> <li>• Cyclical process of responsive and intentional planning</li> <li>• Documentation of Learning Approaches</li> <li>• Children's Voice</li> <li>• Threads of Learning</li> <li>• Learning Wall Training</li> </ul> <p>ALL LEARNERS will experience enriched literacy learning environments and as a result will demonstrate oral literacy progression in their documentation of learning.</p> <p>Professional Learning Opportunities to improve Speech &amp; Language Communication:</p> <ul style="list-style-type: none"> <li>• Developing understanding of typical ways children develop language and communication skills.</li> </ul>	<p>Evaluate with staff impact of new planning formats as well as identify next steps as a result of last sessions professional learning.</p> <p>Self/Peer/SLT Moderation of all documentation of learning</p> <p>Targeted support for 2's room to identify clear formats and expectations of all staff to capture children's progress and next steps in learning.</p> <p>Senior EYEs and Nursery Teacher have undertaken 'The Golden Threads of Learning'. The will support other practitioners with their practice and understanding of the Golden Threads of Learning to best support learner progress.</p> <p>ABC and beyond, chatter tots, word aware are embedded into the nursery practice and timetabled programmes for continuity are run throughout the year</p> <p>Champions to continue to review aims and review impact by gathering evidence of learner outcomes, parent voice and learner voice feedback.</p>	<p>Ongoing self-evaluation</p> <p>In what ways do we ensure children are making progress across all aspects of their learning and development?</p> <p>How do we ensure children understand their own progress in a meaningful way?</p> <p>How effective are our approaches to tracking progress and achievement? What needs to improve?</p> <p>How effective are we at sharing children's progress with parents/carers?</p> <p>How well do we use and analyse information to improve outcomes for children and families? For example, data about 27/30 month reviews, developmental milestones and the levels of multiple deprivation in the areas in which our children and families live.</p> <p>How do we know that all children are making very good progress in their learning? What information do</p>		<p>October 2024</p> <p>September/ November Inset</p> <p>New Plans</p> <p>Chatter Tots</p> <p>TCTL</p> <p>NN</p> <p>ABC and Beyond</p>
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## Glebelands Nursery Improvement Plan 2024 - 2025

<ul style="list-style-type: none"> <li>• Strategies for practitioners to help children explore and achieve their potential.</li> <li>• ABC and beyond, chatter tots top tips, word aware, teaching children to listen</li> <li>• Communication Handbook Support tool</li> </ul> <p>Revise Vision, Values and Aims in line with Dundee's aspiration/ambition to raise attainment The Vision, Values</p>		<p>we already have and what do we still need to find out?</p> <p>To what extent do our learning environments support different types of play?</p> <p>How do we ensure that processes for planning, assessment and reporting are manageable and effective in improving learning and teaching?</p> <p>How do we ensure that processes for tracking and monitoring are manageable and effective in improving learning and teaching?</p> <p>How well do we support practitioners in undertaking their role in evaluating children's progress?</p> <p>How effectively do we engage others in developing a shared vision and purpose for our setting and work?</p> <p>To what extent is our vision ambitious and challenging? How do we know?</p>			
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## Glebelands Nursery Improvement Plan 2024 - 2025

<p>and Aims of Glebelands nursery will promote a positive image of the child, ambition, aspiration, expectations, challenge and a focus on children first encompassing our ever growing diverse community and also including the Rights of the Child.</p> <p>Introduce UNCRC Policy and practice throughout the Nursery Setting</p>	<p>Work with all staff, children, parents and partners to come to a shared vision and values across the nursery encompassing the growing diversity in the playroom. Survey in a variety of ways parents, staff, partners and ask children what we want our updated vision values and aims to be.</p> <p>New VVA produced and distributed to all rooms, families and stakeholders</p> <p>Introducing a Right a Term in partnership with the Pupil Dignity Leaders from our School.</p>	<p>How well do our vision, values and aims inform our daily practice? What impact do they have on improving the quality of the early learning and childcare we provide?</p> <p>How effectively do we communicate our vision with children, families and partners? How successful are the approaches used to ensure that everyone has a say in shaping our future direction?</p> <p>How well does our setting demonstrates an ethos and culture of a strong commitment to children’s rights.</p> <p>All Staff will start using the words in the vision and the values to focus practice and discussions.</p> <p>Use of Care Inspectorate Quality Framework to support embedding Children’s rights across the nursery.</p>		<p>Termly</p>	
<p><b>Progress</b> This box should be used to note progress throughout the session</p>					





## Glebelands Nursery Improvement Plan 2024 - 2025

**SCHOOL VERSION** SIP Priority 2 **Securing Children's Progress**

**Specific area for improvement** *Personalised Support Planning*

**Rationale for Improvement (based on evidence from key stakeholders)** *High quality approaches enable children to develop their emotional, social, physical and cognitive skills well.*

**Commented [A7]:** Use the drop down lists to select NIF Priorities, NIF Drivers, EDLM Priorities, PEF Interventions and HGIOELC QIs for this SIP Priority. Additional lists can be added by selecting the list, copying and pasting. Drop down lists can be deleted if fewer are required.

<p><b>NIF PRIORITIES</b></p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in children and young people's health and wellbeing</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>NIF DRIVERS</b></p> <p style="text-align: center;"><b>School Improvement</b></p> <p style="text-align: center;"><b>Assessment of Children's Progress</b></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p style="border: 1px solid red; padding: 2px;"><b>EDLM PRIORITY</b></p> <div style="text-align: center;">  <p style="font-size: 24px; color: green; font-weight: bold;">Participation</p> </div>	<p style="border: 1px solid red; padding: 2px;"><b>HGIOELC QI</b></p> <div style="text-align: center;"> <table border="1" style="font-size: 8px; border-collapse: collapse; width: 100%;"> <thead> <tr style="background-color: #9575CD; color: white;"> <th colspan="3">What is our capacity for improvement?</th> </tr> <tr style="background-color: #ADD8E6;"> <th>Leadership and management</th> <th>Learning provision</th> <th>Successes and achievements</th> </tr> </thead> <tbody> <tr> <td style="background-color: #ADD8E6;">How good is our leadership and approach to improvement?</td> <td style="background-color: #FFDAB9;">How good is the quality of the care and learning we offer?</td> <td style="background-color: #90EE90;">How good are we at ensuring the best possible outcomes for all our children?</td> </tr> <tr> <td style="background-color: #ADD8E6;">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</td> <td style="background-color: #FFDAB9;">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</td> <td style="background-color: #90EE90;">3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing readiness and skills for life and learning</td> </tr> </tbody> </table> <p style="font-weight: bold; margin-top: 10px;">3.2 Securing Children's Progress 2.4 Personalised Support</p> <p>Choose an item. Choose an item.</p> </div>	What is our capacity for improvement?			Leadership and management	Learning provision	Successes and achievements	How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?	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	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	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing readiness and skills for life and learning	<p style="border: 1px solid red; padding: 2px;"><b>CI Quality Framework QI</b></p> <div style="text-align: center;">  <p style="font-weight: bold; margin-top: 10px;">Q.I. 1.3 Play and Learning Q.I. 1.1 Nurturing Care and Support</p> </div>
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**Commented [A8]:** Identify Presence, Participation and/or Progress

**Commented [A9]:** Identify relevant QI for measuring progress

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
<p>ALMOST ALL staff will be able to identify key strategies to support communication and language development for targeted learners* and impact will be evident in observational data. (*identified through observations, planning and progress meetings)</p>	<p><b>SCERTS Champions to help support individualised and group plans</b></p> <p>Individualised plans and support in place for targeted children</p>	<p>How do we know that all practitioners fully understand our approaches to personalised support?</p> <p>Do all practitioners consistently use effective support strategies?</p>	<p>SLT SEYE  EYES  Lynn Colwell</p>	<p>Monthly targeted support meetings and reporting of Senior EYE's and</p>	<p>Amanda Robb  SCERTS Materials from above</p>

## Glebelands Nursery Improvement Plan 2024 - 2025

	<p>Develop or Embed visuals across nursery as part of high-quality universal provision and provide targeted use of visuals where appropriate.</p> <p>Embed learning from Social Communication, Emotional Regulation and Transactional Supports (SCERTS) training to develop appropriate and effective planning to meet individual children's needs.</p> <p>Working in Partnership with families.</p>	<p>How do we know these are having a positive impact?</p> <p>What arrangements are in place to ensure all children and their parent/carer have regular discussions with their keyworker to review their progress and plan what they will learn next? In doing this, what difference is this making to children's learning and development?</p> <p>To what extent do we involve parents/carers and partner agencies to ensure all children benefit from the right support at the right times?</p>	<p>ASN Champions Laura Woods  Amanda Robb, Ed Psych)</p>	<p>Nursery Teacher with DHT/HT to continuously review planned interventions for equity.</p>	
<p><b>Progress</b> This box should be used to note progress throughout the session</p>					

# Glebelands Nursery Improvement Plan 2024 - 2025

• SCHOOL VERSION SIP Priority 3 Planning Tracking and monitoring using new documentation of learning formats


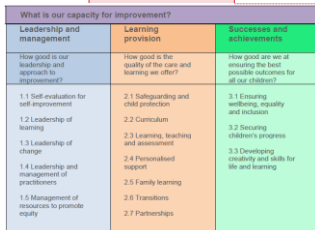

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Specific area for improvement

*Self-Evaluation and Improving Planning, tracking systems.*

Rationale for Improvement  
(based on evidence from key stakeholders)

*To develop staff confidence and competence in the process of self evaluation for improving outcomes for all.*

<p><b>NIF PRIORITIES</b></p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Choose an item.</p> <p>Improvement in attainment, particularly in literacy and numeracy</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>NIF DRIVERS</b></p> <p><b>School Improvement Performance Information</b></p> <p><b>Assessment of Children's Progress</b></p> <p>Choose an item.</p> <p>Choose an item.</p> <p>Choose an item.</p>	<p><b>EDLM PRIORITY</b></p>  <p><b>Progress</b></p>	<p><b>HGIOELC QI</b></p>  <p><b>1.1 Self-evaluation for self-improvement</b></p> <p><b>3.2 Securing Children's Progress</b></p>	<p><b>CI Quality Framework QI</b></p>  <p><b>Q.I. 3.1 Quality Assurance and Improvement are Led Well</b></p>
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**Commented [A11]:** Identify Presence, Participation and/or Progress

**Commented [A12]:** Identify relevant QI for measuring progress

Intended Outcome (impact)	Actions required to reach desired outcome	Measurement & Evidence	Who	When	Resources
<p>Coaching models used with staff will develop ALL STAFF's ability to reflect and evaluate on children's learning, interests and plan effective and higher order response questioning to promote creativity, inquiry and curiosity.</p>	<p>Senior Leaders in the nursery are all trained in the use of Coaching Question Models to support enhancing professional dialogue and posing key questions for thinking.</p>	<p>Coaching Question Models will be used with Staff to support Planning Meeting and Feedback Sessions to enhance and create a professional learning culture for enquiry.</p>	<p>SLT SEYE All staff</p>	<p>Term1  Monthly SE  INSET DAYS</p>	<p>Jayne Mudd Resources and Coaching books</p>

## Glebelands Nursery Improvement Plan 2024 - 2025

<p>All staff to feel confident to engage in a culture of continuous learning, reflection and evaluation.</p>	<p>Staff will use challenge questions to engage in a cyclical process of critical reflection.</p>	<p>How well do all practitioners understand their responsibility in improvement through self-evaluation?</p> <p>How has using Building the Ambition to support reflection, led to improvements in children's experiences?</p> <p>What do we know about the community in which children live and learn; and, in what ways are we using this knowledge to improve outcomes for children?</p> <p>How effectively do we identify our strengths as professionals and as a setting, to improve children's experiences and progress?</p> <p>What progress are we making in addressing our identified areas for improvement?</p> <p>To what extent are all stakeholders(children, practitioners, parents/ carers and partners) involved in self-evaluation and planning for improvement?</p>		<p>HT/DHT and SEYE</p>
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## Glebelands Nursery Improvement Plan 2024 - 2025

		<p>What approaches do we use to support our children to reflect on and evaluate our practice and provision?</p> <p>How do we demonstrate that all practitioners are involved in and lead aspects of improvement in our setting?</p> <p>In what ways are our practitioners encouraged to reflect on and share their own practice in taking forward agreed areas for improvement?</p> <p>To what extent do we look inward, outward and forward in our evaluation and improvement activities?</p> <p>What evidence do we have that changes we have made are as a result of our self-evaluation and have improved outcomes for children?</p>	All staff/ families/ partners		
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Glebelands Nursery Improvement Plan 2024 - 2025

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