

Falla Hill Nursery - ELC Improvement Action Plan 2024-2025

School priorities linked to knowledge and data as identified on previous page	Links to HGIOELC and NH&SCS	Proposed actions	Timescale	Measures of Success
Improvement in all children and young people's wellbeing: Embed GIRFEC, UNCRC and the 4 capacities within the environment, spaces, interactions and documentation	3.1 1.1, 1.3 1.14, 1.15 1.23, 2.15 2.17, 3.5 3.6, 3.10 1.27, 2.27 3.7, 3.9, 3.13	<ul style="list-style-type: none"> Children to contribute to school improvement plan and produce a child friendly sip. Raise awareness of children's rights with children and parents Continue to embed the Wellbeing indicators in the ELC environment supporting children to recognise and promote the use of wellbeing language Share guidance and best practice from care inspectorate training on quality interactions to support improvement Regularly use seesaw to support children to be able to reflect on their learning. To continue to strengthen the quality of our personal plans Evaluate and improve the quality of the meal time experience Provide high quality feedback to parents/carers so as they are aware of the difference their involvement is making to the life and work of the setting 	August 2024- June 2025 Sept 2024 March 2025 Oct 2024 April 2024	<ul style="list-style-type: none"> Most children are on green in health and wellbeing key aspects of learning at the end of preschool. QA WL Trackers and engage in professional dialogue with nursery team Most parental/carer feedback evidences they are aware of the impact their views are making Majority of children can talk about their learning
Raising attainment for all, particularly in literacy and numeracy(universal): To ensure outdoor and indoor environments and spaces provide quality numeracy and literacy play experiences for all children	3.2 1.1 1.3 3.2 1.27, 3.13 1.30, 2.24 2.27, 4.11	<ul style="list-style-type: none"> Use higher order questioning to challenge children's thinking Regular audits proactively used to identify and address areas for improvement For all practitioners to regularly share leadership action plans so as the whole staff team are aware of current progress and can support developments For practitioners to participate in best practice visits in a similar setting to observe environment and documentation Continue to work collaboratively with staff across the Early Level to support continuity in the curriculum. Improve quality of learner observations to ensure they are of a high quality. Evaluative language used within observations to be reflected in trackers. Consistency using the triangular process of planning-assessment-observation including using WL progression pathways Protected time for whole staff team to self-evaluate using QIs and plan next steps 	August 2024- June 2025 Termly April 2025 June 2025 August 2024	<ul style="list-style-type: none"> QA observations of environment deemed as good QA of learners observations deemed as good Children have the use of digital technology daily Engagement measured through Leuven scale recorded as high for majority of learners Evidence of consultative planning recorded and quality assured All staff will engage in all ELC network sessions. QA of the triangular process of planning, observation and assessment evidence most of staff using the process. Majority of children's making good progress in literacy Majority of children making good progress in numeracy
Tackling the attainment gap between the most and least advantaged children (targeted): Identify and track progress of our disadvantaged families to be able to use appropriate interventions to meet their needs.	1.1, 1.2, 1.5 2.3, 2.4 1.3, 1.1, 3.1, 3.2, 2.2 1.27,3.13 1.19, 1.30 2.27, 4.11	<ul style="list-style-type: none"> Develop our pre nursery transition programme Alongside the health visitor continue to develop a programme of family learning responsive to our families' needs Use a range of data to monitor progress of children and implement universal and targeted interventions To track and monitor wider achievements for all 	December 2024 Oct 2024	<ul style="list-style-type: none"> Observations evidence that interventions are allowing children to progress in learning Gap analysis meetings evidence practitioners can identify gaps, implement and evaluate impact of interventions Majority of children making good progress in literacy Majority of children making good progress in numeracy Most children sharing wider achievements
Improvement in employability skills and sustained, positive school leaver destinations for all young people: Consistent partnership working with the school and wider community.	1.2, 2.2, 2.3 1.3, 3.2 1.27, 2.24 2.27, 3.13 4.11	<ul style="list-style-type: none"> Continue to develop programme of planned community activities Visitors from different professions to be organised to come into the nursery Opportunities for shared learning within early level with a STEM focus including primary science week 	August 2024- June 2024 January 2024	<ul style="list-style-type: none"> Most parental feedback evidence the positive impact of family learning Most children regularly accessing numeracy based activities indoors or outdoors All children engaging in joint projects with the wider community



Courage

Relationships

Relevance

Values