



Nursery Times by the River Improvement Plan

3 Year Cycle - 2024 – 2027

Year 2 – 2025-2026

Next Session (25/26)

WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

3 Year Overview

Principles, practice, interventions and initiatives we will deliver upon.

	YEAR 1	YEAR 2	YEAR 3
ENGAGE	❖ Improving outcomes for children with ASN using strength-based approach.	❖	❖
EMBED	❖ Improving HWB by maximising outdoor spaces. ❖ Improving learning & teaching by using key drivers for improvement. ❖ Realising the Ambition with a focus on children's progression and next steps for learning.	❖ Improving children's outcomes through individual progression, strength and solution focussed approaches, particularly for those with additional support needs. ❖ Improving staff skills and knowledge of curriculum and other relevant documentation and training, to provide high quality learning and development opportunities for children, with a focus on skills-based learning, progression and next steps. ❖ Improve and embed our links with parents, carers and those in the local community.	❖
EVALUATE	❖ Evaluate and enhance curriculum rationale.	❖ Improving children's wellbeing through high quality learning and development opportunities, with a particular focus on outdoors. ❖ Improve children's development and progression through enhanced moderation and targeted initiatives to support learning and teaching gaps.	❖ Improving children's outcomes through individual progression, strength and solution focussed approaches, particularly for those with additional support needs. ❖ Improving staff skills and knowledge of curriculum and other relevant documentation and training, to provide high quality learning and development opportunities for children, with a focus on skills-based learning, progression and next steps. ❖ Improve and embed our links with parents, carers and those in the local community.
EXTEND	❖ Further extend staff knowledge on ACE's and the impacts these have on children's development.	❖	❖ Improving children's wellbeing through high quality learning and development opportunities, with a particular focus on outdoors. ❖ Improve children's development and progression through enhanced moderation and targeted initiatives to support learning and teaching gaps.

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

WELLBEING	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
NTBTR Priority	
Improving children's wellbeing through high quality learning and development opportunities, with a particular focus on outdoors.	

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be <u>action focused language</u>	Resource <u>This should be human/time /budget</u>
Learners: ❖ Improved children's wellbeing through enhanced transitions to ensure relationships and attachments. ❖ Children will have more opportunities for natural outdoor play and learning experiences in the local environment.	❖ Implementing Home Visits ❖ Extending transition visits over a 6-week period. ❖ Visits to natural wooded areas, ❖ Play sessions at the allotments ❖ Extended play sessions in outdoor environments	❖ Home visit transition box. ❖ Additional staff cover for home visits ❖ Risk Assessments for play spaces ❖ Additional staff for allotment sessions ❖ All weather equipment to be purchased. ❖ Food provisions for extended outdoor sessions.
Practitioners: ❖ Improved staff knowledge on attachments and the importance of transitions being supported effectively.	❖ Staff training on wellbeing and transitions. ❖ Link practice to theory-based approaches. ❖ Staff consultation around transitions. ❖ Staff training on natural outdoor experiences. ❖ Role modelling and coaching play experiences	❖ Training ❖ Professional discussion and age/stage focus groups ❖ Questionnaires and reflections on learning ❖ Staff Time for role modelling/coaching

❖ Improved staff knowledge on natural play experiences and the benefits these have for children's learning and development.	❖ Peer Assessment on natural outdoor play experiences.	
Leaders: ❖ Improve knowledge and understanding of wellbeing factors and how to improve staffs' knowledge of this further. ❖ Opportunities to supervise and role model effective relationships during visits and transition periods.	❖ Management involvement on home visits and transition visits. ❖ Management training on wellbeing and transitions. ❖ GIRFEC Refresh Training ❖ Train staff on wellbeing aspects tailored to the age/stage of children. ❖ Role modelling and coaching of visits and transitions. ❖ Active involvement in all aspects of transitions ❖ Monitoring and feedback for all staff.	❖ Management Training ❖ Time to develop training documentation for staff ❖ Time to deliver training for staff ❖ Time for role modelling and coaching ❖ Time for transition/home visits
Families/communities: ❖ Positive family relationships with management and staff. ❖ Families feel included, supported and involved in their children's learning and development.	❖ Consultation and questionnaires sent to families and other service users to reflect on practice. ❖ Review the focus learning survey to encourage participation from parents/carers. ❖ Implementation of the new EY for parents.	❖ Developing and analysing questionnaires ❖ Time to review and develop focus learning survey for home link learning. ❖ Training for EY
Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline <u>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</u>		
❖ Visible evidence of secure attachments ❖ Training Calendar ❖ Quality Assurance Calendar	❖ Questionnaires ❖ Observations/learning stories and planning ❖ Minutes of meetings	

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning

CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality
NTBTR PRIORITY
Improving staff skills and knowledge of curriculum and other relevant documentation and training, to provide high quality learning and development opportunities for children, with a focus on skills based learning, progression and next steps.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: ❖ Improved children's development and learning opportunities through a range of spaces, experiences and opportunities developed by highly skilled staff. ❖ Children are leaders of their own learning, provided support and encouragement to extend their learning throughout a range of experiences.	❖ Children's involvement in creation of experiences and opportunities and planning for their own learning. ❖ Use of interests and skills to plan for children's learning. ❖ Use of floorbooks to extend and evaluate learning, whilst encouraging the children to lead their own learning.	❖ Time for planning ❖ Budget for resources ❖ Time for floorbook (uninterrupted) ❖ Additional staff to support targeted/skills learning as appropriate
Practitioners: ❖ Enhanced knowledge on relevant curriculum documents including RTA, CFE, GIRFEC, Skills based learning etc.	❖ Staff training on RTA, CFE and Skill based learning. ❖ Sharing of practice and developing support clusters to allow peer support.	❖ Training ❖ Time for support clusters ❖ Team meeting and Room meetings

❖ Improved understanding of high-quality experiences, provocations and invitations for learning and the opportunities these provide the children. ❖ Improved understanding of development stages of children under 2 and the impacts high quality spaces, interactions and experiences can have on the children.	❖ Training on medium term skills planning, links with focus planning. ❖ Monitoring and reflection on experiences, invitations and provocations through staff assessment – Traffic lights ❖ Staff training on implementation of high-quality learning experiences, interactions and spaces. ❖ Targeted under 2 training with a focus on development stages, weaning, importance of interactions etc.	❖ Time for monitoring and assessment. ❖ Time for practice monitoring.
Leaders: ❖ Holistic and robust supervisions processes to ensure outcomes for children are high quality and help identify teaching gaps for staff. ❖ Supporting and embedding skill-based learning through medium term planning and links to daily activities/focus planning. ❖ Implementation of new learning and development focuses including – word flowers and core-stories.	❖ Regular supervisions and staff personal plans ❖ Monitoring of children's progress ❖ Holistic Sampling and triangulation of learning. ❖ Development and implementation of new medium-term plan with all age groups. ❖ Management training on word flower and core stories and how these are used in practice. ❖ Creation and development and implementation of word flowers and core stories.	❖ Time for supervisions and personal plans. ❖ Time for sampling ❖ Training ❖ Time for sharing learning and implementation of new initiatives ❖ Resources requiring purchased for new initiatives – budget
Families/communities: ❖ Families are included in learning with support ideas shared and extension of learning to continue at home. ❖ Families included in the active learning in the environment through targeted stay and play/learning sessions.	❖ More user-friendly survey to be created and shared with parents to support information sharing and learning from home links. ❖ More information will be shared with parents through observations to indicate possible learning opportunities to extend learning at home. ❖ Planned stay and play sessions to support shared learning. ❖ Consultation with parents around focus areas for learning that can be shared throughout the stay and play/learning sessions.	❖ Time for survey reviews ❖ Time to share information on home link learning. ❖ Planning for stay & play sessions ❖ Meeting with parents
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline <u>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</u>		
❖ Improved staff knowledge during discussions ❖ Monitoring of observations and learning ❖ Analysis of surveys and questionnaires ❖ Improved knowledge of skills	❖ Visible improved learning and development with the children ❖ Visible increase in children's agency. ❖ Parental involvement /engagement in learning at home.	

3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.
NTBTR PRIORITY
Improve children's development and progression through enhanced moderation and targeted initiatives to support learning and teaching gaps.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: ❖ Improved outcome for the children with focussed learning to support their individual needs and development stages. ❖ Enhance learning and development opportunities through targeted and planned experiences.	❖ Review of the current focus learning and staffs understanding of how this links to children's individual's needs and development stages. ❖ Targeted and planned experiences to ensure gaps in learning/teaching are being identified and improved. ❖ A balance of planned and responsive spaces, Interaction and experiences that ensure a breadth of development is covered.	❖ Time for review ❖ Time for planning ❖ Budget – adequate resources for high quality provocation
Practitioners: ❖ Triangulate children's planning, next steps and floorbook learning to ensure coherence and continuity of learning. ❖ Confident staff who understand how to establish learning and teaching gaps and plan for these accordingly. ❖ Confident with the new EY System to record learning and support tracking of children's learning and development.	❖ Staff training on how to link learning and identify learning/teaching gaps and how this impacts children's learning and development. ❖ Independent moderation of their key groups, supported by management. ❖ Staff training on the new EY system to record learning. ❖ Staff training on observations and tracking learning.	❖ Time for reflection on learning ❖ Training ❖ Staff meetings
Leaders:	❖ Create and implement new medium term plan to embed	❖ Time to develop and

❖ Development of new planning to enhance high quality provision and support skills-based learning and target gaps in learning and development. ❖ New training on the EY System and adapted system to moderate learning and teaching gaps. ❖ Role modelling and coaching for the triangulation of learning and development through on the floor learning and teaching opportunities.	skill based learning through a balance of planned and responsive play and learning opportunities. ❖ Train the staff and support with the implementation of new paperwork. ❖ Management training on the new EY system. ❖ Training staff on the new EY system after completion of management training. ❖ Working on the floor with the staff and children to model and support the triangulation of learning and assessment of next steps through active learning.	implement new planning ❖ Senior discussions ❖ Staff Training ❖ Management Training and implementation time. ❖ Time for role modelling and coaching
Families/communities: ❖ Families are more aware of the development needs of the children and planned support evenings further enhance this knowledge and understanding to support learning at home. ❖ Opportunities to further extend learning in the community with support from families and community links, providing real life experiences and high-quality learning for the children and families.	❖ Information booklet for parents and carers on the new skill based learning planning and the impacts this can have on the children's development. ❖ Support sessions on targeted learning to help parents and families have an understanding of how to best support their child at home. ❖ Information and support on the new EY system and how this supports continuation of learning at home.	❖ Time for creation of parent information booklet. ❖ Plan for targeted support sessions ❖ Planning
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline <u>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</u>		
❖ Analysis of surveys ❖ Training feedback ❖ Planning/observation outcomes ❖ Moderation	❖ Visible skills improvement ❖ Visible improvement of staff knowledge ❖ Floorbooks ❖ Sampling ❖ Supervision	

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work **EMPLOYABILITY**

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap
NTBTR PRIORITY
Improving children's outcomes through individual progression, strength and solution focussed approaches, particularly for those with additional support needs.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: ❖ Confident learners with solution focussed targets and who have agency in their learning. ❖ Children have an "I can" attitude to learning and are confident to ask for support and help as needed. ❖ Children with ASN have targeted and tailored learning and development opportunities designed to encourage and support their learning through interest and curiosity with successful outcomes.	❖ Solution focussed planning and targets for children. Children are included where applicable in their learning and development focuses. ❖ Children can extend their own learning through play and are encouraged to try and challenge their learning and development. ❖ Solution focussed targets with realistic expectations for children with ASN. ❖ Discussions with parents and carers about targets and expectations/outcomes for children.	❖ Discussions with children ❖ Time for observations and monitoring ❖ Budget for any additional; resources required.
Practitioners:	❖ Staff training on solution focussed learning, linking skill-based	❖ Training ❖ Time for meeting/discussions

❖ Knowledgeable and highly skilled staff with awareness and involvement in children's tailored targeted learning. ❖ Staff have a clear understanding of the purpose of solution focussed outcomes for children and can confidently embed these in their practice.	- learning and targets. ❖ Staff are actively involved in planning of children's focus/targets. ❖ Solution focussed planning and targets are embedded into practice.	❖ Planning Time
Leaders: ❖ Further training to allow a shared knowledge approach with all staff and support staff to ensure solution focussed targets in in place throughout practice. ❖ Monitoring and modelling of high quality solution focussed experiences that are suitable for individual children, whilst ensuring inclusion for all children.	❖ Management training on supporting solution focussed and skill-based targets. ❖ Management training on ASN Solution Focussed Targets ❖ Implementation of solution focussed learning for all children through planning. ❖ Implementation of solution focused targets for children with ASN. ❖ Management on the floor to monitor and model solution focussed experiences.	❖ Management Training ❖ Time to plan and implement training with staff. ❖ Meetings with parents/families ❖ Time to observe and monitor staff and children. ❖ Role modelling and coaching.
Families/communities: ❖ Families are involved through meetings and targeted learning discussions which allows them to feel included and participatory in their children's learning and development. ❖ Families can continue learning and development at home using the solution focussed targets to try and create a cohesive and collaborative approach to support the children. ❖ Links with outside support agencies in the community such as speech and language, educational services, specialist groups and other specialist provision who can provide support to staff, children and families.	❖ Individual meetings with parents/families to discuss focus targets. ❖ Shared targets and next steps to encourage continuation of learning at home. ❖ Regular meetings/discussions with appropriate outside agencies for support. ❖ Sharing of links to outside support groups for families such as the neurodivergent group.	❖ Meetings with parents ❖ Shared learning goals ❖ Shared paperwork ❖ Arranging support with external groups. ❖ Meetings with outside agencies
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - <u>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</u>		
❖ Observations/planning ❖ Visible solution focused practice ❖ Peer Assessment ❖ Supervision	❖ Target reviews ❖ Meeting Minutes ❖ Progress records on ASN paperwork.	

Priority 5: Other

NTBTR PRIORITY

Improve and embed our links with parents, carers and those in the local community.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: ❖ Children have opportunities to learn and develop in ways that they cannot within the nursery and home environments. ❖ Children will have opportunities to learn through intergenerational links, expanding their knowledge and experiences of the world around them. ❖ Children will benefit from learning extended at home.	❖ Embed links with the Old Kilpatrick Food Hub ❖ Planned sessions at the Allotments to enhance knowledge and understanding – small cluster groups to embed learning. ❖ Re-develop links with the Sheltered Housing. ❖ Re-introduce the Care Home weekly visits in the new term. ❖ Next Steps and potential future learning shared with families.	❖ Time ❖ Transport ❖ Budget to facilitate
Practitioners: ❖ Develop staff's awareness of community learning and the impacts these can have on children's learning and development. ❖ Strong relationships with parents and cares to improve shared learning.	❖ Staff training on the benefits of community learning and the lifelong benefits of this for our children and families. ❖ Embed staff involvement in the community links. ❖ Develop community links committee ❖ Staff training on the importance of strong parental links and how to improve these.	❖ Additional Staff to support off site learning opportunities ❖ Budget to provide required resources ❖ Time to plan and implement links
Leaders: ❖ Clear and concise plan to support community links and improve opportunities for intergenerational learning and development. ❖ Support and enhance relationship with parents and carers and build robust systems to assess the effectiveness of these.	❖ Plan and implement focussed community link experiences, particularly: OKFP, Care Home, Allotments and Sheltered Housing. ❖ Review and improve quality assurance mechanisms with parents (including questionnaires and meetings) ❖ Implement links with local charities and plan fundraising events alongside the Parents Council.	❖ Time to plan and arrange community links ❖ Staff to facilitate ❖ Budget to provide required resources ❖ Time to create new links with other charities and communities.
Families/communities: ❖ Positive links within the links with the community, supporting intergenerational learning and inclusive practice. ❖ Strong relationships with staff and management and well	❖ Targeted activities for the care home to extend and develop learning. ❖ Pen pal link with the sheltered housing (sending pictures etc) ❖ Sharing of nursery pedagogy and all other key aspects of nursery.	❖ Planning of targeted activities ❖ Time to update, record and share pedagogy with families

informed on their child's learning and development and the pedagogy within the nursery. ❖ Established and involved Parent Council who are involved in all aspects of the nursery and support the community links.	❖ Intergenerational link through the library – (awaiting confirmation of start date) ❖ Regular Parents council meetings and planned activities/events. ❖ Fundraising for local charities.	❖ Parent Council Meetings ❖ Communication tool for PC
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - <u>THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</u>		
❖ Good parental relationships – feedback and reviews ❖ Strong Community Links ❖ Established relationships with regular visitation ❖ Observations/planning/floorbooks	❖ Visible Learning developments ❖ Reflective Practices ❖	