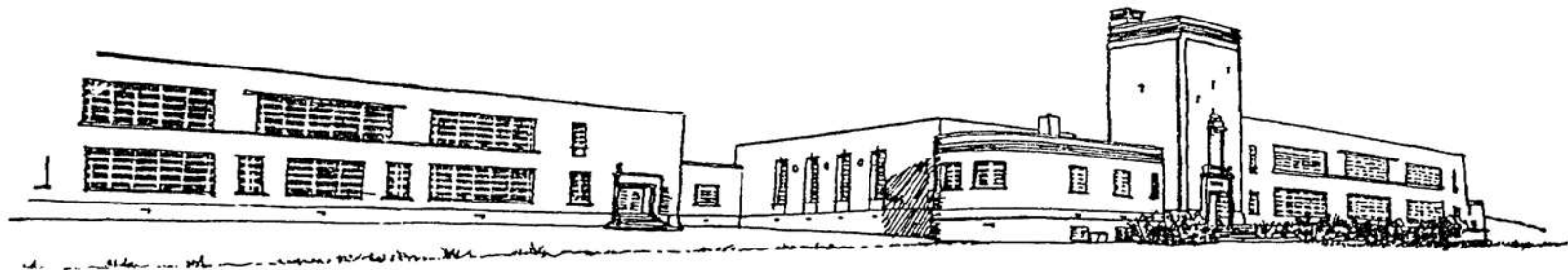
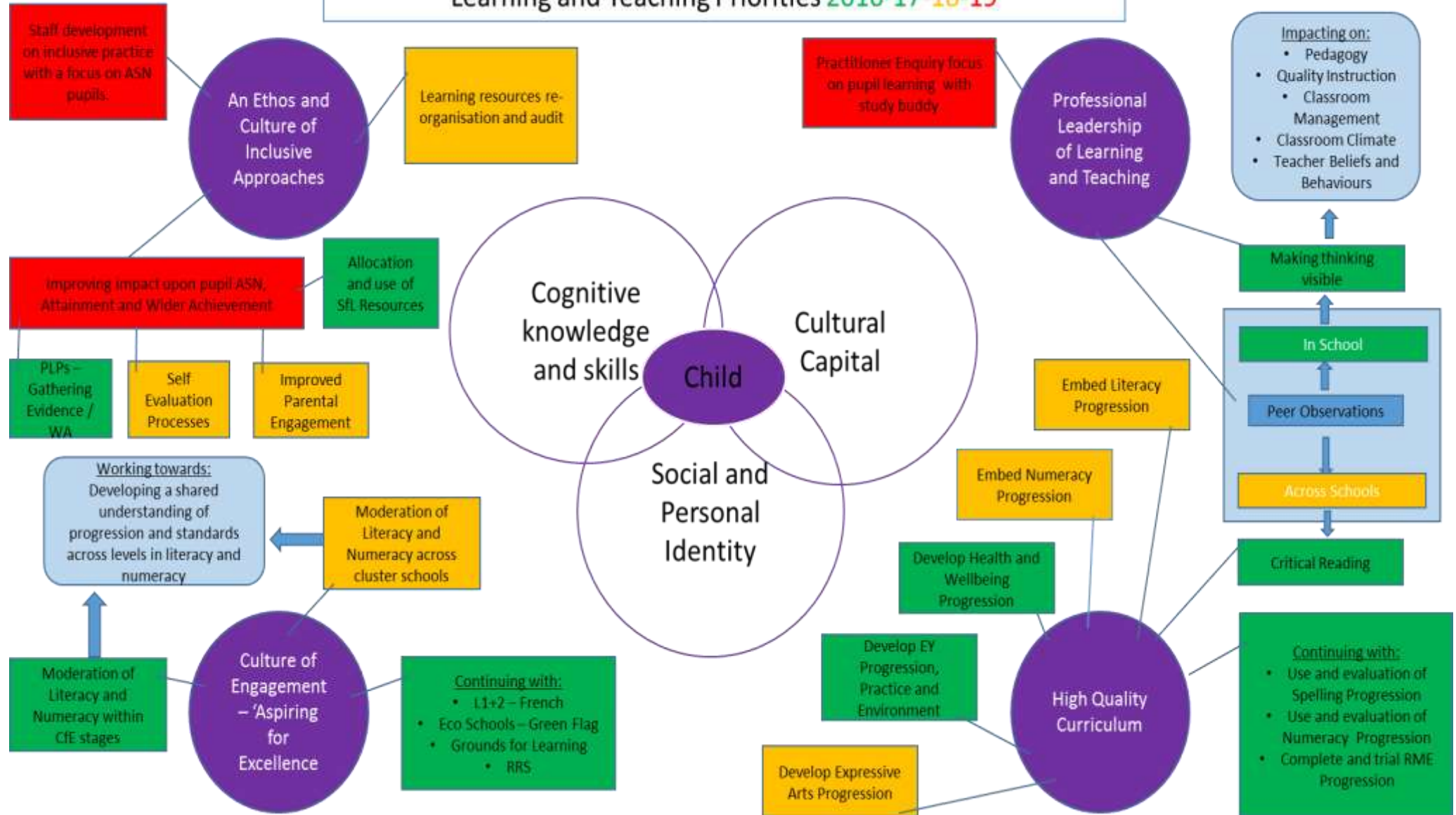


School Improvement Plan 2017-18

Chirnside Primary School



Learning and Teaching Priorities 2016-17-18-19



The four key priorities of the NIF are:

- Improvement in attainment, particularly in literacy and numeracy.
- Closing the attainment gap between the most and least disadvantaged children.
- Improvement in children's and young people's health and wellbeing.
- Improvement in employability skills and sustained positive school leaver destinations for all young people.

The four key principles of the NIF are:

The following key principles should be considered in your improvement plan:

- ensure that you collaborate with parents and carers, community partners and your local cluster to develop and evaluate the improvement plan
- take an evidence-based approach, including careful analysis of data on children and young people's progress to plan targeted interventions
- focus on a small number of key priorities which can be implemented as part of your collegiate working time agreement and aim to reduce unnecessary bureaucracy
- Consider both local and the NIF priorities when developing a plan that works for your children and young people.

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

2016-17 SIR	2017-18 SIP
3 Key Strengths	3 Improvement Needs (incl PEF)
<ul style="list-style-type: none"> • A positive child centred ethos, and a culture of inclusive approaches, which effectively meet the learning needs of the most vulnerable learners. • An evolving curriculum that is providing opportunities for breadth and depth of learning for most pupils, building well on their previous learning, and inspiring creativity, personalisation and choice for pupils in their learning. • Creating and maintaining positive learning environments for children, based on mutual respect, trust and responsibility. This has resulted in improved pupil engagement in learning, impacting positively on pupil achievement across the curriculum. 	<ul style="list-style-type: none"> • Raise standards in classroom practice and pupil learning by developing collaborative approaches to self-evaluation through professional engagement and collegiate working across our school and cluster. • Review the rationale and design of our curriculum to further develop learning pathways through literacy, numeracy and health and well-being. Develop further effective Early Years practice, provision and positive learning environments to further enhance the planned learning experiences and opportunities for children. • Continue to improve the quality of inclusion and equity for all learners, to raise attainment in literacy and numeracy over time, and close the gap for our lowest attaining pupils.

Driving Excellence & Equity Priority 1: Professional Leadership of Learning and Teaching

What is your self-evaluation telling you in relation to this priority?

Continue to make improvements in the quality of teacher instruction and pupil engagement in classrooms.

Develop and embed further the practice of cross-schools collaboration to raise standards in literacy and numeracy experiences for pupils..

Develop further the quality of cross-schools moderation to develop a deeper teacher understanding of standards and expectations of pupil attainment in literacy and numeracy.

LEADERSHIP & MANAGEMENT

1.2 Leadership of learning

- Professional engagement and collegiate working
- Impact of career-long professional learning
- Children and young people leading learning

LEARNING PROVISION

2.3 Learning, teaching and Assessment

- Learning and engagement
- Quality of teaching
- Effective use of assessment

2.7 Partnerships

- The development and promotion of partnerships
- Collaborative learning and improvement
- Impact on learners

SUCCESSES & ACHIEVEMENT

3.2 Raising attainment and Achievement

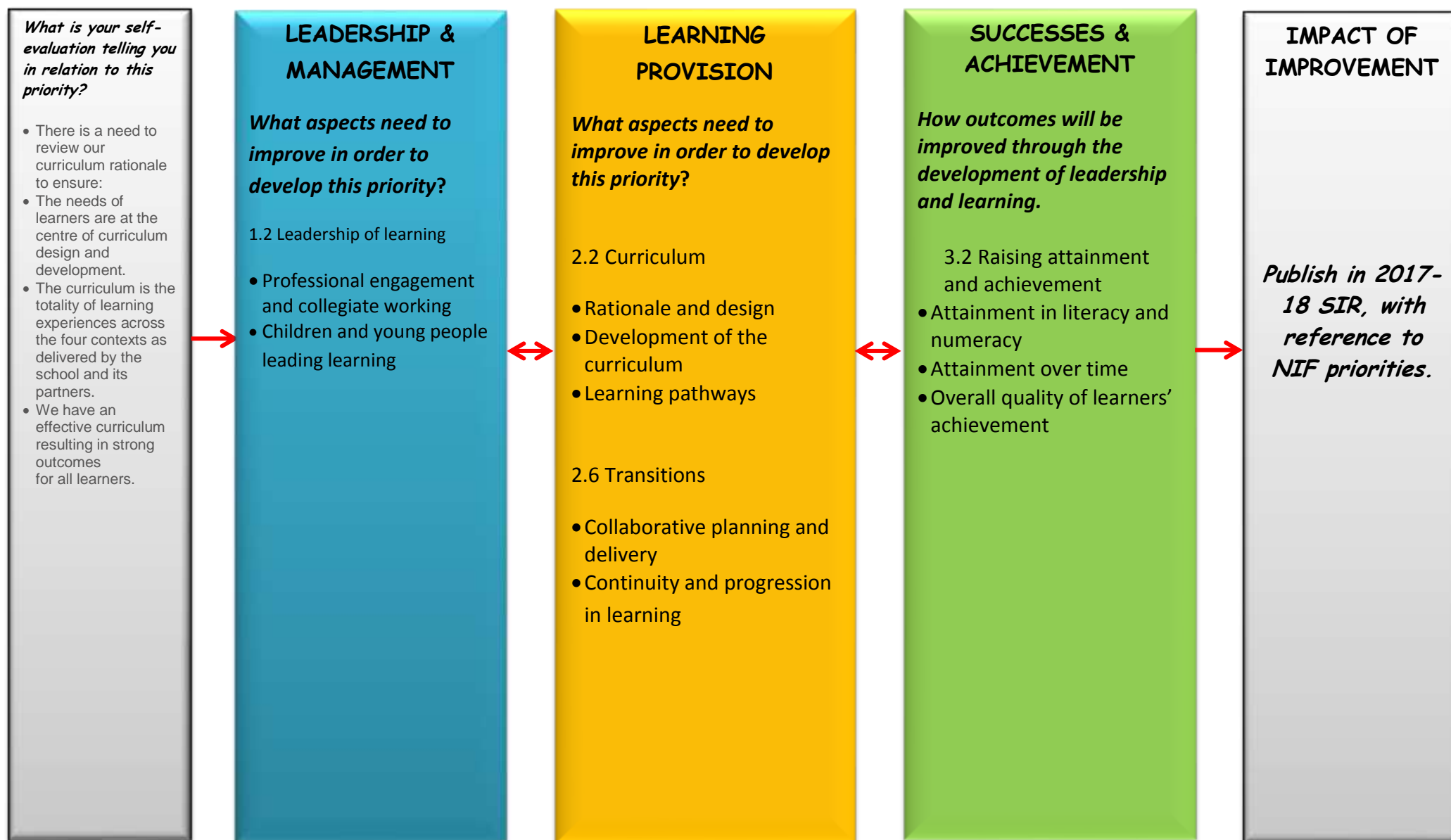
- Attainment in literacy and numeracy
- Attainment over time
- Overall quality of learners' achievement
- Equity for all learners

IMPACT OF IMPROVEMENT

Publish in 2017-18 SIR, with reference to NIF priorities.

Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome:</i> Improve the quality of learning and teaching with a specific focus on quality of instruction.		
1	1.3 2.3 3.2	<ul style="list-style-type: none"> School Improvement Teacher Professionalism 	<ul style="list-style-type: none"> Improving attainment 			
Process				Progress Tracker		
No. (Add/delete stages as necessary)		Key people	Timescale/Deadline	Measures of Success:	Date reviewed	
1	What we are going to do.	SMT from all schools	CAT Session 1 Mon 28 th August (Duns PS) CAT Session 2 Tues 19 th Sept (Duns PS) CAT Session 3 Weds 4 th Oct (own school) Nov. In-service Friday 10 th Nov 2017 CAT Session 4 Thurs 8th Feb Feb INSET Moderation of Benchmarks Standards CAT 5 Session Mon 12 th Mar T and L		PT Planning days	
	Why we need to do it.					
	-To improve teacher leadership -To ensure there is common understanding of standards and consistent high quality learning and teaching across all schools -To raise attainment in Literacy and Numeracy					

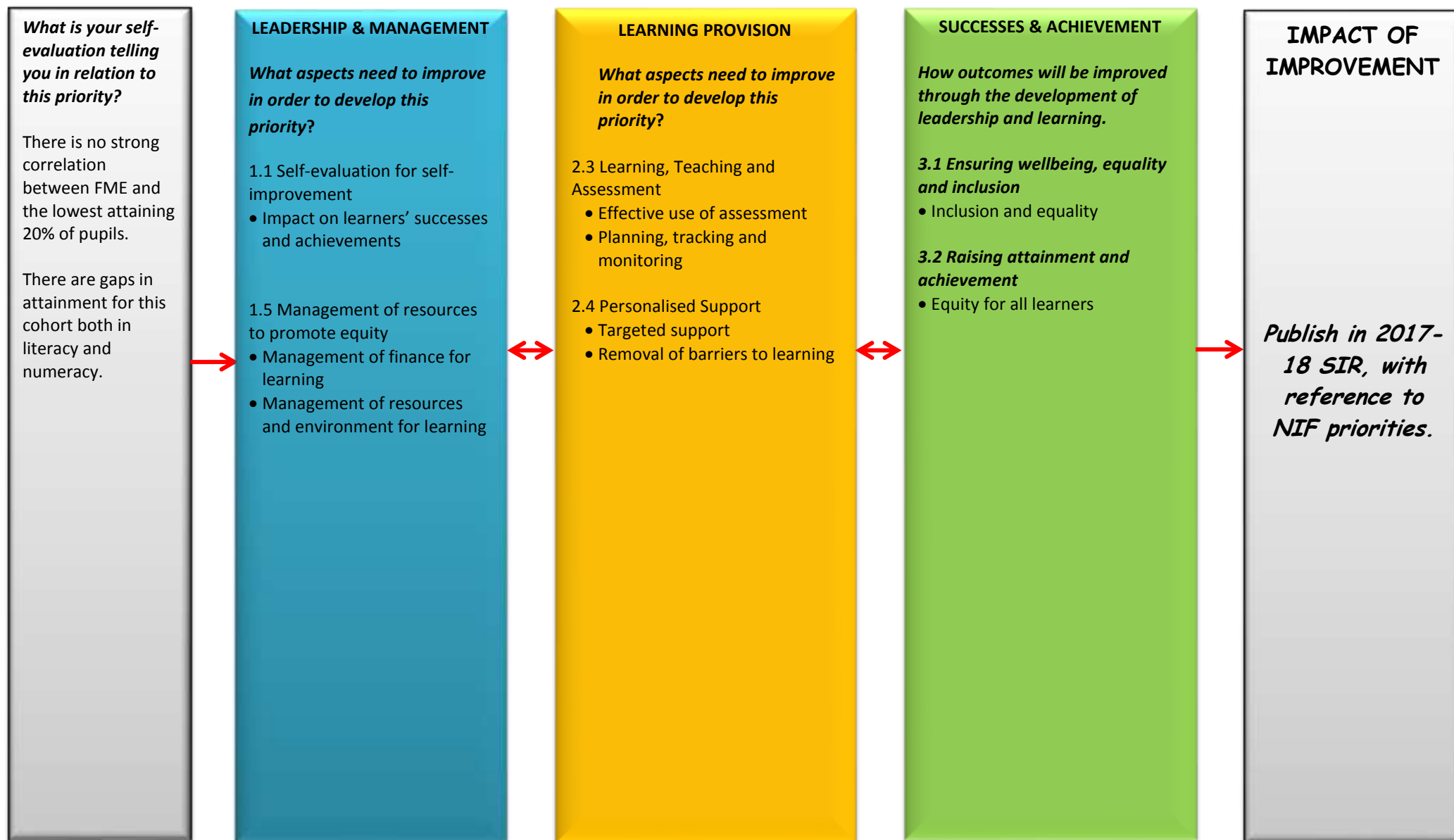
			Tues 1st May Moderation of Benchmark standards		
2	<p>What we are going to do.</p> <p>Making Thinking Visible -Phase 2:</p> <ul style="list-style-type: none"> • Review with peers impact of current routines being used • Identify on an individual three focuses to research and develop in classroom practice. • Read associated chapters for chosen approach. Plan implementation into classroom practice. • Introduce approach into own practice following a Plan, Do, Review cycle. Evaluate through study buddy (peer) observations and evaluations. • Evaluation of overall impact upon learners and classroom practice. 	SLT CTs	September 17		
			September17		
			September 17 / January 18 / April 18		
			June 18		
	<p>Why we need to do it.</p> <p>At the core of Visible Thinking are practices that help make thinking visible:</p> <ul style="list-style-type: none"> • Thinking Routines loosely guide learners' thought processes and encourage active processing. They are short, easy-to-learn mini-strategies that extend and deepen students' thinking and become part of the fabric of everyday classroom life. • The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. • Staff access and apply relevant findings from educational research to improve learning and teaching. • There are high expectations for all learners across the school. • Staff reflect on their own practice and work collaboratively with others, including stakeholders, to build their capacity to meet the needs of all learners. 				



Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	Intended outcome: Raise pupil attainment in: Reading, Writing, Numeracy over time. Increase the rate of progress in the above areas at First and Second levels, and address the 'slowing rate of progress evidenced over time.' Improvement in children's health and wellbeing		
2	1.2 2.2 2.6 3.2	School Leadership Teacher Professionalism Parental Engagement	Raising Attainment Closing Attainment Gap Improving HWB			
Process				Progress Tracker		
No. (Add/delete stages as necessary)			Key people	Timescale/ Deadline	Measures of Success: the impact made to date and how we know.	Date reviewed
1	What we are going to do. Critical Reading <ul style="list-style-type: none"> Continue to develop and embed critical reading approaches across the curriculum with new and current teaching staff. Continue to use the peer support model to provide challenge and support to class teachers in their continued development of critical reading strategies. Resource novel studies at second level (P5-7) to support critical reading approaches through fiction text study. 		CTs	Dec17 March 18		
	Why we need to do it. <ul style="list-style-type: none"> To build on pupils' 'Learning to Read' strategies and move pupils towards 'Reading to Learn' strategies quicker, and with a firmer foundation that they can apply across the curriculum. To raise attainment in reading, particularly at second level. 		CTs	Dec17 March 18		
			SB / IH / TR	Dec17		

2	<p>What we are going to do.</p> <p>Health and Wellbeing (PE)</p> <ul style="list-style-type: none"> Plan for the development of these Social, Emotional and Mental well-being outcomes at classroom level with CTs, linking these to PE experiences where possible, to create HWB 'learning pathways' through Early, First and Second levels. Through pupil and CT surveys, review the impact of joined up approach between PE and mainstream to provide deep H&WB learning opportunities. 	PE CST CSTs	June 2018		
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> To identify connections of improved physical health upon social, emotional and mental wellbeing. To plan progressions in learning for pupil HWB across Early to Second level. 				
3	<p>What we are going to do.</p> <p>Early Years</p> <ul style="list-style-type: none"> Embrace the development of the continuous provision and provide positive learning environments, both indoors and outdoors, to further enhance the planned learning experiences and opportunities for the children. Introduce an effective tracking and monitoring system to accurately track and monitor the progress of the children as they progress through their time in the nursery. Develop the use of floor books further with pupils and parents to involve them in the planning of learning. Develop the use of learning journeys to record and share achievement and progress with parents and pupils on a regular basis. 	EY Staff / P1 Staff / EYTT	June 2018		
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> To nurture positive attitudes to learning between parents and learners, for the present, and the future. To raise aspirations and expectations for all learners at Early level. To enhance pupil transition from ELC to P1 further. 		December 2017 December 2017 March 2018 June 2018		
4	<p>What we are going to do.</p> <p>Other developments:</p>				

	<ul style="list-style-type: none"> • Clustering of experiences and outcomes in literacy and numeracy to be covered by all classes each session. • Plan a progressive coverage of remaining experiences and outcomes across each level for literacy and numeracy. • Develop a resource bank to support spelling progression. • Implement a handwriting progression across Early-First – Second levels. • To develop a functional writing progression in terms of contexts and appropriate skills. • Develop use of Numicon across whole school to underpin children’s understanding of number and number processes. 	Stage groups	June 18		
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> • Raise attainment in writing and numeracy, particularly at first and second levels. • To ensure improved progression in children’s experiences in numeracy and writing. • To introduce and develop a variety of learning approaches in writing and numeracy from Early to Second level. 	Working Groups SLT / CTs	Dec 18 Nov INSET 17		



Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i> <ul style="list-style-type: none"> Improve equity of opportunity to ensure every child has the same opportunity to succeed, with a focus on closing the poverty-related attainment gap in literacy and numeracy. 		
3	1.1 1.5 2.3 2.4 3.1 3.2	School Improvement Parental Engagement	Raising Attainment Closing Attainment Gap			
Process				Progress Tracker		
No. (Add/delete stages as necessary)		Key people	Timescale/ Deadline	Measures of Success: <i>the impact made to date and how we know.</i>	Date reviewed	
1	What we are going to do.	HT / CT / SfLT SfLT / CT SfLT / CTs / CAs CAs / Pupils	June 2017 June 2017 Sept 2017 Dec 2017 Each week Each month Each month			
	<ul style="list-style-type: none"> Identify pupils at risk of a growing attainment gap compared to peers. Identify what their specific attainment gap is. Plan individual or group intervention programmes to address this gap. Implement and deliver intervention programmes of support. Regularly assess, measure and track progress of individual pupils against set targets. Review individual pupil progress and adjust interventions as and when required. Share pupil progress regularly with pupils and parents. 					
	Why we need to do it.					
	<ul style="list-style-type: none"> Close the attainment gap for those at risk of lower levels of attainment to that of their peers. 					
2	What we are going to do.	P1 CTs ELC staff	January 2018 April 2018			
	Early Years – Reading Rounds <ul style="list-style-type: none"> Familiarise ELCC staff with CR approaches and their use. Key workers will read and share a variety of texts at key points of ELC sessions. During RR activity, key workers will use Early Level 					

	<p>Critical Reading strategies to engage deeper child learning and engagement with text.</p> <ul style="list-style-type: none"> • Texts can be rotated during the week and / or key workers rotate around groups during the week to share same text. • ELC staff to review and develop approaches collaboratively. • ELC staff to review pupil learning and progress from these activities. 	EYTT / P1 /ELCC	Monthly from Feb 2017		
	<p>Why we need to do it.</p> <ul style="list-style-type: none"> • To have a planned and evaluated approach to early intervention strategies for literacy at Early Level. • To provide ELC staff with an opportunity to moderate practice and pupil progress. • To close the gap at Early Level for some pupils in terms of literacy levels and confidence. 				

Quality indicators from <i>How good is our school 4?</i>			Tick		
Key Aspects	Quality Indicator	Themes	2016/17	2017/18	2019/20
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> • Collaborative approaches to self-evaluation • Analysis and evaluation of intelligence and data which ensure impact on learners 	x	x	x
	1.2 Leadership of Learning	<ul style="list-style-type: none"> • Professional engagement and collegiate working • Impact of career long professional learning • Children and young people leading learning 		x	
	1.3 Leadership of change	<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to the school and its community • Strategic planning for continuous improvement and implementation of change 	x		
	1.4 Leadership and management of staff	<ul style="list-style-type: none"> • Governance framework • Building and sustaining a professional staff team : staff wellbeing and pastoral support 			x
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> • Management of finance for learning • Management of resources and environment for learning 		x	
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> • Arrangements for safe guarding, including child protection • Arrangements to ensure wellbeing • National guidance and legislation 			x
	2.2 Curriculum	<ul style="list-style-type: none"> • Rationale, design and development of the curriculum • Learning pathways including skills for learning, life and work 		x	
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Learning and engagement • Quality of teaching : effective use of assessment: planning, tracking and monitoring 	x	x	x
	2.4 Personalised learning	<ul style="list-style-type: none"> • Universal and targeted support • Removal of potential barriers to learning 			
	2.5 Family Learning	<ul style="list-style-type: none"> • Engaging families in learning: quality of family learning programmes • Early intervention and prevention 			x
	2.6 Transition	<ul style="list-style-type: none"> • Arrangements to support learners and their families • Collaborative planning and delivery : Continuity and progression in learning 			x
	2.7 Partnerships	<ul style="list-style-type: none"> • The development and promotion of partnerships • Collaborative learning and improvement : Impact on learners 		x	

Quality indicators from <i>How good is our school 4?</i>			Tick		
Key Aspects	Quality Indicator	Themes	2016/17	2017/18	2019/20
Successes and Achievements	3.1 Improving wellbeing, equality and inclusion	<ul style="list-style-type: none"> Wellbeing : Inclusion and equality Fulfillment of statutory duties 		x	x
	3.2 Raising attainment and achievement	<ul style="list-style-type: none"> Attainment in literacy and numeracy : Attainment over time Overall quality of learners' achievement : Equity for all learners 	x	x	
	3.3 Increasing creativity and employability	<ul style="list-style-type: none"> Creativity skills : Digital innovation ; Digital literacy Increasing employability skills 			x

Broad View Audit : Evaluation

A broad view audit tool using all quality indicators is included for use as required by schools

This audit will help schools to select aspects of HGIOS4 to identify priorities for the SIP.

Quality indicators from <i>How good is our school 4?</i>									
Key Aspects	Quality Indicator	Themes	School's self-evaluation						
			6	5	4	3	2	1	Date
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> <i>Collaborative approaches to self-evaluation</i> <i>Analysis and evaluation of intelligence and data</i> <i>Ensuring impact on learners success and achievements</i> 				x			<ul style="list-style-type: none"> Self-evaluation is becoming stronger and more central to how we work within our community - There is an improving focus on monitoring and evaluating learning and teaching and children's achievements, involving all teaching staff, most support staff, most pupils, and an increasing number of parents and partners. Staff work effectively as a team. There is a strong ethos of sharing practice, and of peer support and challenge. Professional learning activities for all staff are linked to the results of self-evaluation and identified areas for improvement. Most staff have a growing understanding of the need to be outward and forward-looking in their evaluation and improvement activities. Teachers are evidencing the use of a range of different assessments to measure children's progress across the curriculum. Teachers have had opportunities to work effectively with colleagues across the learning community to moderate standards, and this is beginning to challenge, support and develop their professional knowledge and understanding. There is evidence that supports the view children and young people are becoming confidently engaged in reviewing their own learning.

Quality indicators from *How good is our school 4?*

Key Aspects	Quality Indicator	Themes	School's self-evaluation						
			6	5	4	3	2	1	Date
	1.3 Leadership of change	<ul style="list-style-type: none"> <i>Developing a shared vision, values and aims relevant to the school and its community</i> <i>Strategic planning for continuous improvement</i> <i>Implementing improvement and change</i> 			x				<ul style="list-style-type: none"> Most staff have appropriate expectations of all learners. There is a culture of support and challenge to raise staff expectations of pupils. Almost all staff have a very clear understanding of the social, economic and cultural context of the local community and use this knowledge well to shape the vision for the school. Learners are supported to develop an understanding of the vision aims and values through the four contexts for learning. Almost all staff are committed to change which results in improvements for learners and impacts upon improvement in pupils' progress. Senior leaders carefully guide the strategic direction and pace of change to ensure changes result in positive outcomes for learners and that these are sustainable. Senior leaders create conditions to support creativity, innovation and enquiry for staff, on both an individual and collegiate basis, resulting in higher quality developments and outcomes for pupils.

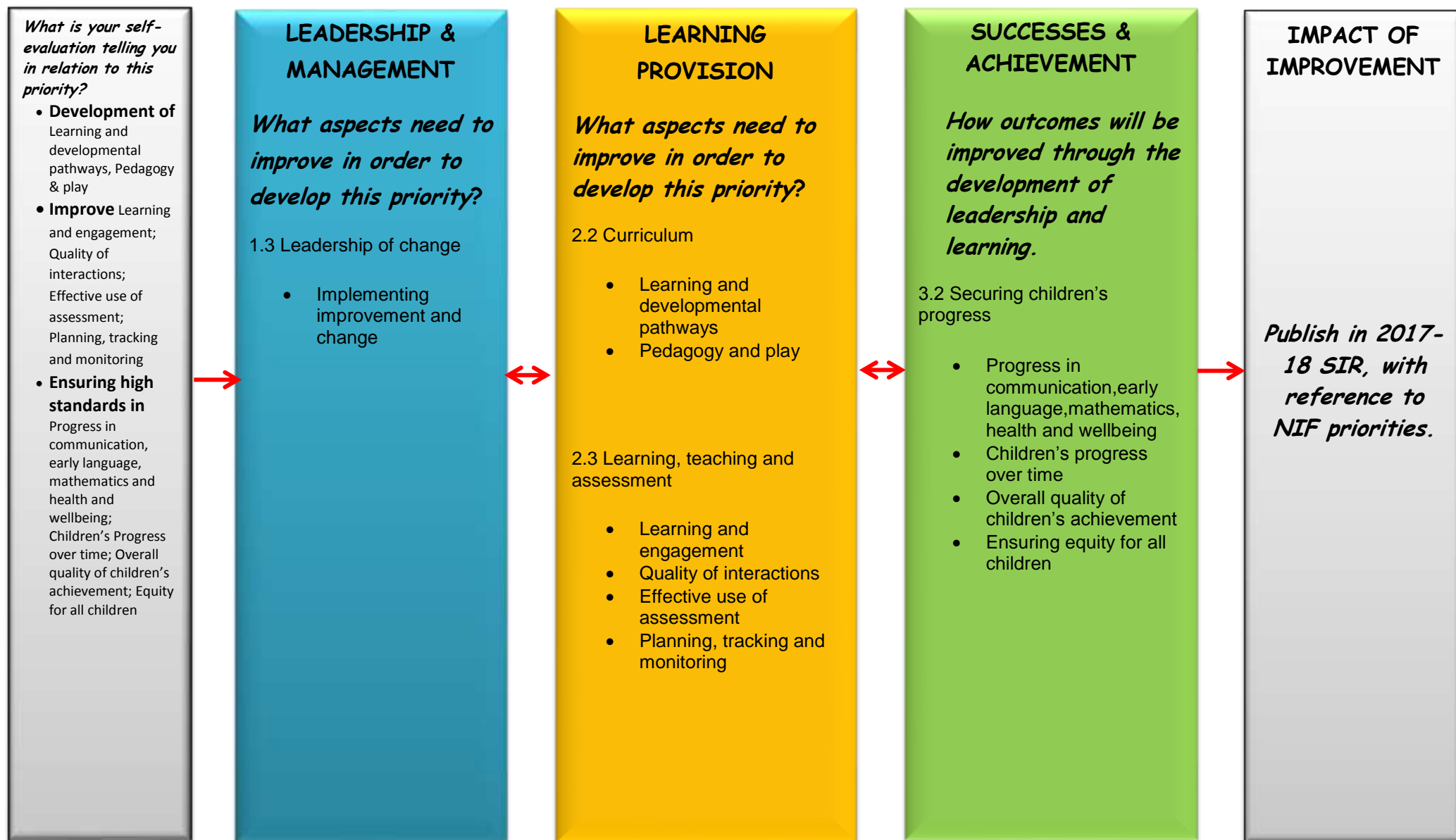
Quality indicators from *How good is our school 4?*

Key Aspects	Quality Indicator	Themes	School's self-evaluation						
			6	5	4	3	2	1	Date
Learning Provision	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of teaching</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring</i> 			x				<ul style="list-style-type: none"> The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to good-quality learning outcomes. Learners' achievements in and out of school are recognised. Pupils understand how these achievements help them develop knowledge and skills for life, learning and work. Planning of learning is proportionate and manageable and clearly identifies what is to be learned and assessed. Processes for assessment and reporting are manageable and effective in informing improvements in learning and teaching. Tracking and monitoring approaches are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people.
Successes and Achievements	3.2 Raising attainment and achievement	<ul style="list-style-type: none"> <i>Attainment in literacy and numeracy</i> <i>Attainment over time</i> <i>Overall quality of learners' achievement</i> <i>Equity for all learners</i> 				x			<ul style="list-style-type: none"> Most children are attaining appropriate levels and a few have exceeded these. Attainment levels in literacy and numeracy are a central feature of the school's priorities for improvement. Good progress is demonstrated through robust tracking of attainment over time in literacy and numeracy. Children and young people are becoming increasingly more engaged in their learning and are able to participate in decision-making about their learning pathways. Attendance levels are very good and improving. Exclusion rates are at zero for the second session in a row.

For primary schools only.

‘Identification of strengths and aspects for improvement involves knowing the impact of our work on learners. Learners are at the heart of effective self-evaluation’ -HGIOS 4

2016-17 SIR	2017-18 SIP
Key Strengths	Improvement Needs
<ul style="list-style-type: none">• The practitioners are gaining some knowledge of pedagogy and play and are using this to plan developmentally appropriate experiences and opportunities for learning within the playroom• A positive start has been made in developing the child’s individual learning journey and these are being used to capture WOW moments and to record some significant aspects of learning.• Opportunities for developing literacy and early maths are being intentionally promoted around the playroom with a clear focus on developing the children’s early writing skills and early shape and number recognition skills.	<ul style="list-style-type: none">• Further consideration should now be given to the development of the continuous provision and providing positive learning environments both indoors and outdoors to further enhance the planned learning experiences and opportunities for the children.• Further develop the use of the child’s individual learning journey to capture and record the child’s progress and achievement in order to provide evidence to show improvements within their learning.• Consider the use of dependable observations to accurately identify significant learning and begin to build upon this learning to ensure that the children progress throughout their time in the nursery. These observations should be used to plan experiences which support this planned progression e.g. using resources such as Getting Ready to Write.



Priority	Q.I.s	N.I.F Drivers	N.I.F Priority	<i>Intended outcome: with reference to the NIF drivers and priorities, what specifically are you aiming to achieve within this priority?</i>		
4	1.3 2.2 2.3 3.2	School leadership Teacher professionalism School Improvement	Improving attainment Closing the attainment gap	<ul style="list-style-type: none">• Development of Learning and developmental pathways, Pedagogy & play• Improve Learning and engagement; Quality of interactions; Effective use of assessment; Planning, tracking and monitoring• Ensuring high standards in Progress in communication, early language, mathematics and health and wellbeing; Children’s Progress over time; Overall quality of children’s achievement; Equity for all children		
Process				Progress Tracker		
No. (Add/delete stages as necessary)		Key people	Timescale/Deadline	Measures of Success: <i>the impact made to date and how we know.</i>		Date reviewed
1	What we are going to do. <ul style="list-style-type: none">• Further development of the continuous provision and providing positive learning environments both indoors and outdoors to further enhance the planned learning experiences and opportunities for the children.		EYTT / ELCC / P1 teachers	June 2018		
	Why we need to do it. <ul style="list-style-type: none">• There has been a positive start to embedding the careful planning of experiences for the children to allow for the development of early literacy, numeracy and health and wellbeing. This sound base now needs to be built upon to further develop continuous and sustained learning for the children.					
2	What we are going to do. <ul style="list-style-type: none">• Further develop the use of the child’s individual learning journey to capture and record the child’s progress and achievement in order to provide evidence to show improvements within their learning.		EYTT / SNN / ELCC	December 2017		

	Why we need to do it. <ul style="list-style-type: none"> A positive start has been made in developing the child's individual learning journey and these are being used to capture WOW moments and to record some significant aspects of learning. 				
3	What we are going to do. <ul style="list-style-type: none"> Consider the use of dependable observations to accurately identify significant learning and begin to build upon this learning to ensure that the children progress throughout their time in the nursery. These observations should be used to plan experiences which support this planned progression e.g. Critical Reading Rounds 	P1 Teachers / SNN / ELCC	June 2018		
	Why we need to do it. <ul style="list-style-type: none"> The nursery practitioners are working hard to develop challenging, rich and inspiring experiences for the children using a variety of strategies such as the use of more open ended materials, the use of loose parts, the use of real life resources. This is providing experiences for the children to develop their creativity and problem solving techniques. The practitioners are developing their use of good quality interactions and the effective use of open ended and possibility questions to extend the children's thinking. 				

Broad View Audit: Evaluation of ELC

A broad view audit using all quality indicators is carried out every three years, or where there has been a significant change in the school.

This audit helps settings to select aspects of HGIOELC to identify priorities for the Setting Improvement Plan (SIP).

Quality indicators from <i>How good is our Early Learning and Childcare?</i>									
Key Aspects	Quality Indicator	Themes	Setting self-evaluation						
			6	5	4	3	2	1	Date
Leadership and Management	1.3 Leadership of change	<ul style="list-style-type: none"> Developing a shared vision, values and aims relevant to ELC setting and its community Strategic planning for continuous improvement Implementing improvement and change 			x				<ul style="list-style-type: none"> The vision of the setting is ambitious and focuses on improvements in outcomes for all. It is shaped by the needs of our community and is informed by current thinking in early learning pedagogy. Leaders are effective role models as they carefully guide the strategic direction and pace of change to ensure sustainable positive outcomes for children and families. Practitioner enquiry and professional dialogue informs and supports continuous improvement, creativity and innovation. This motivates and inspires everyone to sustain high standards of delivery of early learning and childcare. Practitioners are proactive in the change process and in evaluating the impact of improvements.

Quality indicators from *How good is our Early Learning and Childcare?*

Key Aspects	Quality Indicator	Themes	Setting self-evaluation						
			6	5	4	3	2	1	Date
Learning Provision	2.2 Curriculum	<ul style="list-style-type: none"> <i>Rationale and design</i> <i>Learning and developmental pathways</i> <i>Pedagogy and play</i> <i>Skills for life and learning</i> 			x				<ul style="list-style-type: none"> The practitioners are gaining some knowledge of pedagogy and play and are using this to plan developmentally appropriate experiences and opportunities for learning within the playroom. The nursery practitioners have enthusiastically embraced the need to consider the learning cycle in their practice and are using the Observe, Review, Plan, Do approach.
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> <i>Learning and engagement</i> <i>Quality of interactions</i> <i>Effective use of assessment</i> <i>Planning, tracking and monitoring</i> 			x				<ul style="list-style-type: none"> The nursery practitioners are working hard to develop challenging, rich and inspiring experiences for the children using a variety of strategies such as the use of more open ended materials, the use of loose parts, the use of real life resources. This is providing experiences for the children to develop their creativity and problem solving techniques. The practitioners are developing their use of good quality interactions and the effective use of open ended and possibility questions to extend the children's thinking. A positive start has been made in developing the child's individual learning journey and these are being used to capture WOW moments and to record some significant aspects of learning.

Quality indicators from <i>How good is our Early Learning and Childcare?</i>									
Key Aspects	Quality Indicator	Themes	Setting self-evaluation						
			6	5	4	3	2	1	Date
Successes and Achievements	3.2 Securing children's progress	<ul style="list-style-type: none"> Progress in communication, early language, mathematics, health and wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children 				x			<ul style="list-style-type: none"> The children are now more involved in planning their learning through discussions with staff and contributing to the daily routines within the nursery day. This is allowing the child to become more independent and more involved in their own learning journey. Opportunities for developing literacy and early maths are being intentionally promoted around the playroom with a clear focus on developing the children's early writing skills and early shape and number recognition skills.

Quality indicators from <i>How good is early learning and childcare?</i> (tick the year each QI is a priority)					
Key Aspects	Quality Indicator	Themes	2016/17	2017/18	2019/20
Leadership and Management	1.1 Self Evaluation for self-improvement	<ul style="list-style-type: none"> • Collaborative approaches to self-evaluation • Evidence-based improvement • Ensuring impact of success for children and families 	x	x	x
	1.2 Leadership of Learning	<ul style="list-style-type: none"> • Professional engagement and collegiate working • Impact of career long professional learning • Children leading learning 		x	
	1.3 Leadership of change	<ul style="list-style-type: none"> • Developing a shared vision, values and aims relevant to ELC setting and its community • Strategic planning for continuous improvement • Implementing improvement and change 	x		
	1.4 Leadership and management of practitioners	<ul style="list-style-type: none"> • Governance framework • Building and sustaining a professional team • Practitioner wellbeing and pastoral support 			x
	1.5 Management of resources to promote equity	<ul style="list-style-type: none"> • Management of finance for learning • Management of resources and environment for learning 		x	
Learning Provision	2.1 Safeguarding and child protection	<ul style="list-style-type: none"> • Arrangements for safe guarding, including child protection • Arrangements to ensure wellbeing • National guidance and legislation 			x
	2.2 Curriculum	<ul style="list-style-type: none"> • Rationale and design • Learning and developmental pathways • Pedagogy and play • Skills for life and learning 		x	
	2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Learning and engagement • Quality of interactions • Effective use of assessment • Planning, tracking and monitoring 	x	x	x
	2.4 Personalised learning	<ul style="list-style-type: none"> • Universal support • Role of practitioners and leaders • Identification of learning needs and targeted support • Removal of barriers to learning 		x	
	2.5 Family Learning	<ul style="list-style-type: none"> • Engaging families in learning: quality of family learning programmes • Early intervention and prevention 			x

Quality indicators from <i>How good is early learning and childcare?</i> (tick the year each QI is a priority)					
Key Aspects	Quality Indicator	Themes	2016/17	2017/18	2019/20
	2.6 Transition	<ul style="list-style-type: none"> Quality of support for children and their families Collaborative planning and delivery Continuity and progression in learning 			x
	2.7 Partnerships	<ul style="list-style-type: none"> Engagement of parents and carers in the life of the setting The promotion of partnerships Impact on children and families 		x	
Successes and Achievements	3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> Wellbeing : Inclusion and equality Fulfillment of statutory duties 		x	x
	3.2 Securing children's progress	<ul style="list-style-type: none"> Progress in communication, early language, mathematics, health and wellbeing Children's progress over time Overall quality of children's achievement Ensuring equity for all children 	x	x	
	3.3 Developing creativity and skills for life & learning	<ul style="list-style-type: none"> Developing creativity Developing skills for life and learning Developing digital skills 			x