

## 1. Establishment Context

Clyde Cottage Local Authority Nursery and Clyde Cottage Voluntary Nursery work in partnership, sharing accommodation and resources. The unique partnership provides a seamless integrated service to children and families from Dunoon and surrounding areas.

Clyde Cottage Local Authority is managed by Maureen Clark, Head of Centre, and is staffed by 9 professional early learning child care workers. The local authority sector provides places for 5 x 2 year olds 37 x 3-5 year olds and supports children with additional support needs. The service operates term time with the exception of provision for children with additional support needs.

Clyde Cottage Voluntary Sector is a charity organisation managed by Claudia Montgomery along with a parent management committee and is staffed by 9 professional early learning and childcare workers as well as two support workers who assist with lunches. The service operates for 48 weeks of the year. It provides early learning and childcare funding for all eligible 2-4 year olds and parents can purchase additional hours and weeks throughout the year. The service is operational from 8.30am – 5.30pm Monday – Friday.

At Clyde Cottage Nursery we strongly believe in the importance of providing high quality Early Learning and Childcare, which involves working in partnership with parents to build on and develop children's learning. Our Curriculum provides our children with access to a full range of learning opportunities encouraging them to develop their own curiosity and creativity through the importance of play indoors and out. Clyde Cottage is a family unit with a strong, positive ethos in an environment which is full of fun. We have a caring, supportive and responsive staff team who promote the key workers system. The key workers are skilled in forming relationships with children, parents, colleagues and other professionals, creating an all-inclusive learning environment.

**SIMD INFO:** 23% of families attending Clyde Cottage Nursery live in SIMD Band 1 and 2.

## 2. Our vision, values and aims

As we journey towards excellence, our vision for Clyde Cottage – friendly, fun, safe and happy – underpinned by our values of respect, inclusion and nurture, ensure that all children reach their full potential and develop the skills they need to become:

### 1) Responsible Citizens

- Caring for the environment
- Caring for others
- Making good choices
- Excellent behaviour

2. Our vision, values and aims
<p><b>2) Confident Individuals</b></p> <ul style="list-style-type: none"> <li>• Encouraging others</li> <li>• Helpfulness</li> <li>• Enquiring minds</li> <li>• Share and work in teams</li> </ul> <p><b>3) Effective Contributors</b></p> <ul style="list-style-type: none"> <li>• Happiness</li> <li>• Healthy and active</li> <li>• Responsible and independent</li> <li>• Trying hard</li> </ul> <p><b>4) Successful Learners</b></p> <ul style="list-style-type: none"> <li>• Achieving</li> <li>• Meeting individual needs</li> <li>• Supporting all children</li> </ul>

3. Summary of our self-evaluation engagement process
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Participants	Engagement Details
Staff (teaching and non-teaching)	Maureen Clark and Claudia Montgomery Joint staff team
Parents	All parents Parent committee
Children	All children through key workers discussing with own groups to ensure child voice heard.
Volunteers working in school	

<b>Participants</b>	<b>Engagement Details</b>
<b>Community Partners</b>	<b>SAL</b> <b>Associate Specialist Child Health</b> <b>Health Visitors</b> <b>Child Psychologists</b> <b>Physiotherapists</b> <b>Principal Pupil Support Teacher</b> <b>Dunoon Grammar School</b> <b>Links to local primary schools</b> <b>Library</b> <b>Hospital, Eye Screening</b> <b>Dentist</b>
<b>Local Cluster</b>	<b>Cowal Area Pre-5 Steering Group (CAPS)</b> <b>Cowal Family Pathways</b> <b>Children and Young People Improvement Collaborative (CYPIC)</b> <b>Autism Champions</b>
<b>Local Authority</b>	<b>Early Years Team</b>
<b>Overall impact of stakeholder engagement</b>	<b>Fully engaged partnerships have led to active change.</b>

#### 4. Review of Progress for Session 2017-2018 – Leadership and Management

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI 1.3 Leadership of Change – Themes:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Raise educational attainment and achievement for all</li> <li><input type="checkbox"/> Use performance information to secure improvement for children and young people</li> <li><input type="checkbox"/> Ensure children have the best start in life and are ready to succeed</li> <li><input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life</li> <li><input type="checkbox"/> Ensure high quality partnership working and community engagement</li> <li><input type="checkbox"/> Strengthen leadership at all levels</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Leadership</li> <li><input type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input type="checkbox"/> Assessment of children's progress</li> <li><input type="checkbox"/> School Improvement</li> <li><input type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing a shared vision, values and aims relevant to the ELC setting and its community</li> <li><input type="checkbox"/> Strategic planning for continuous improvement</li> <li><input type="checkbox"/> Implementing improvement and change</li> </ul>
<b>Establishment Priority – Leadership of Change</b>			
<p><b>Progress and Impact:</b></p> <p>We raised awareness of 'Our Children, Their Future' Education Vision and Strategy (OCTF) by updating all paperwork and correspondence to include the OCTF logo. We wrote to parents introducing the strategy and sharing a web link to enable them to access the document as well as a sign posting them to hard copies in the office and leaflet dispensers. We revisited our aims and values with staff, parents and children. We emailed our parents and then later asked them at parents' night for their views. The top 4 vision statements for parents and staff were fun, friendly, safe and happy, underpinned by the values of respect, inclusion and nurture. This vision and value reflects the views of our current staff, parents and children. They will be embedded in our practice and environment. We have started a pupils' champion group to increase pupil voice. The impact of this is that children are now consulted in all areas and aspects of their learning environment. Children are able to make and inform decisions, work together and develop life long skills. We have explored 'Seesaw' as a trial with the champions' group.</p>			

### Next Steps

Parent focus group will be carried out 2018/2019, recent upgrade made it impossible to start these groups (2017/2018).

Clyde Cottage L/A will develop a parent council (2018/2019)

We plan to roll 'Seesaw' out to all staff (2018/2019).

## 4. Review of Progress for Session 2017-2018 – Learning Provision

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI 2.3 Learning, Teaching and Assessment – Themes:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Raise educational attainment and achievement for all</li> <li><input type="checkbox"/> Use performance information to secure improvement for children and young people</li> <li><input type="checkbox"/> Ensure children have the best start in life and are ready to succeed</li> <li><input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life</li> <li><input type="checkbox"/> Ensure high quality partnership working and community engagement</li> <li><input type="checkbox"/> Strengthen leadership at all levels</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Leadership</li> <li><input type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input type="checkbox"/> Assessment of children's progress</li> <li><input type="checkbox"/> School Improvement</li> <li><input type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing</li> <li><input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning and engagement</li> <li><input type="checkbox"/> Quality of interactions</li> <li><input type="checkbox"/> Effective use of assessment</li> <li><input type="checkbox"/> Planning, tracking and monitoring</li> </ul>
<b>Establishment Priority – Learning, Teaching and Assessment</b>			
<p><b>Progress and Impact:</b></p> <p>We have raised awareness of children's rights and health and well-being throughout the session. We have shared the rights of the child with staff and parents and ensured that well-being indicators are explored and visited during planning. We didn't think that there had been any significant impact on practice.</p>			

**Next Steps**

To look at parent workshops for numeracy and literacy 2018/2019. Again, due to extensive refurbishment this was unable to progress 2017/2018.

**4. Review of Progress for Session 2017-2018**

<b>OCTF</b>	<b>NIF DRIVER</b>	<b>NIF PRIORITY</b>	<b>HGIOELC - QI 3.1 Ensuring Wellbeing, Equality and Inclusion – Themes:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Raise educational attainment and achievement for all</li> <li><input type="checkbox"/> Use performance information to secure improvement for children and young people</li> <li><input type="checkbox"/> Ensure children have the best start in life and are ready to succeed</li> <li><input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life</li> <li><input type="checkbox"/> Ensure high quality partnership working and community engagement.</li> <li><input type="checkbox"/> Strengthen leadership at all levels</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Leadership</li> <li><input type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input type="checkbox"/> Assessment of children's progress</li> <li><input type="checkbox"/> School Improvement</li> <li><input type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy.</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children.</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing.</li> <li><input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Wellbeing</li> <li><input type="checkbox"/> Fulfilment of statutory duties</li> <li><input type="checkbox"/> Inclusion and equality</li> </ul>
<b>Establishment Priority – Ensuring Wellbeing, Equality and Inclusion</b>			
<p><b>Progress and Impact:</b></p> <p>Literacy and numeracy trackers are helping staff with differentiation and planning for Next Steps. It has given staff a focus for planning. Engaging with the well-being indicators (SHANARRI) in preparing reports and focused observations has improved staff's understanding and they can now confidently use this language and knowledge to inform parents, thus enhancing their understanding.</p> <p>PATHS is now successfully embedded in our practice. We have a staff member who prepares and leads the lessons. Parents are positive about PATHS because children are talking about it at home. It is also helping to develop parenting strategies at home, strengthening partnership working.</p>			
<p><b>Next Steps</b></p> <p>To consult parents about PATHS.</p>			

#### 4. Review of Progress for Session 2017--2018 – Successes and Achievements

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI 3.2 Securing children's progress – Themes:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Raise educational attainment and achievement for all</li> <li><input type="checkbox"/> Use performance information to secure improvement for children and young people</li> <li><input type="checkbox"/> Ensure children have the best start in life and are ready to succeed</li> <li><input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life</li> <li><input type="checkbox"/> Ensure high quality partnership working and community engagement</li> <li><input type="checkbox"/> Strengthen leadership at all levels</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Leadership</li> <li><input type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input type="checkbox"/> Assessment of children's progress</li> <li><input type="checkbox"/> School Improvement</li> <li><input type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy.</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children.</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing.</li> <li><input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Progress in communication, early language, mathematics and health and wellbeing</li> <li><input type="checkbox"/> Children's progress over time</li> <li><input type="checkbox"/> Overall quality of children's achievement</li> <li><input type="checkbox"/> Ensuring equity for all children</li> </ul>
<b>Establishment Priority – Securing children's progress</b>			
<p><b>Progress and Impact:</b></p>          			
<p><b>Next Steps:</b></p>          			

**4. Review of Progress for Session 2017-2018**

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI
<ul style="list-style-type: none"> <li><input type="checkbox"/> Raise educational attainment and achievement for all</li> <li><input type="checkbox"/> Use performance information to secure improvement for children and young people</li> <li><input type="checkbox"/> Ensure children have the best start in life and are ready to succeed</li> <li><input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life</li> <li><input type="checkbox"/> Ensure high quality partnership working and community engagement</li> <li><input type="checkbox"/> Strengthen leadership at all levels</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Leadership</li> <li><input type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input type="checkbox"/> Assessment of children's progress</li> <li><input type="checkbox"/> School Improvement</li> <li><input type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy.</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children.</li> <li><input type="checkbox"/> Improvement in children and young people's health and wellbeing.</li> <li><input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> .</li> <li><input type="checkbox"/> .</li> <li><input type="checkbox"/> .</li> <li><input type="checkbox"/> .</li> </ul>
<b>Establishment Priority –</b>			
<b>Progress and Impact:</b>			
<b>Next Steps:</b>			

<b>5. Our overall evaluation of our establishment's capacity for continuous improvement:</b>			
<b>HGIOELC</b>	<b>Quality Indicator</b>	<b>ELC self-evaluation</b>	<b>Care Inspectorate evaluation Education Scotland evaluation</b>
<b>1.3</b>	<b>Leadership of change Management and leadership</b>	<b>5</b>	<b>5</b>
<b>2.3</b>	<b>Learning, teaching and assessment</b>	<b>5</b>	<b>5</b>
<b>3.1</b>	<b>Ensuring wellbeing, equality and inclusion</b>	<b>5</b>	<b>5</b>
<b>3.2</b>	<b>Securing children's progress</b>	<b>5</b>	<b>5</b>
<b>1.1</b>	<b>Self-evaluation</b>	<b>5</b>	<b>5</b>

<b>6.</b>	<b>Priorities for improvement in the current year</b>	<b>2017-2018</b>
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Number	Priority	Main driver of priority:			Alignment to:				
		Self-Evaluation VSE	Care Inspectorate or Education Scotland Report	OCTF Our Children, Their Future	A&B Business Outcomes	NIF	HGIOELC QI	Wellbeing Wheel	Partnership Working
1	<b>Leadership and Management</b>			√	<b>B016 B030</b>	Parental Engagement	1.3	Respected And Responsible	Children, Parents, Staff and Professional Partners
2	<b>Learning Provision</b>	√		√	<b>B019</b>	√	3.1	Achieving	Working with Parents.
3	<b>Successes and Achievements</b>			√	<b>B017</b>	√	3.2	Healthy Nurtured Achieving	Parents, Staff, Children.

<p><b>7. Action Plan – Priority Number 1 – Leadership and Management</b></p> <ul style="list-style-type: none"> <li>• Develop leadership at all levels</li> <li>• Develop Local Authority Parent Council</li> <li>• Develop Parent Focus Groups</li> </ul>
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OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI 1.3 Leadership of change – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input checked="" type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input checked="" type="checkbox"/> Ensure high quality partnership working and community engagement <input checked="" type="checkbox"/> Strengthen leadership at all levels	<input checked="" type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input checked="" type="checkbox"/> Parental Engagement <input type="checkbox"/> Assessment of children’s progress <input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people’s health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input checked="" type="checkbox"/> Developing a shared vision, values and aims relevant to the ELC setting to the school and its community <input checked="" type="checkbox"/> Strategic planning for continuous improvement <input checked="" type="checkbox"/> Implementing improvement and change

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Develop Parent Council (L/A)	Parent Council will actively contribute to the life of the Nursery.
2	Develop Parent Focus Groups	Parents will have an active role in all aspects of the Nursery, ensuring that their voice and the voice of their child is heard. Partnership work will be strengthened. Clear, informed goals and aspirations.
3	Provide opportunities for staff to develop leadership skills	Skilled, knowledgeable work force
4	Develop parent stay and play sessions. More opportunities for parents to see children’s learning.	Strengthen partnership working with parents. Parents have better understanding of Nursery learning environment.

<b>Action Plan – Priority Number 1 – Leadership and Management</b>					
<b>Specific Action</b>	<b>Lead Responsibility</b>	<b>Timescale for completion</b>	<b>Monitoring and evaluation checkpoints</b>	<b>Those involved including partners</b>	<b>Resources including</b>
1	Maureen Clark	June 2019	Nov 18 / March 19	Parents	Time and space
2	Management Team	Aug 18 - June 19	Oct 18/Dec 18/Mar 19	Parents and staff	Time and space
3	Management Team	Aug 18 – June 19			
4					
5					

<b>Evidence of Impact on children (success measures) - How do we know that outcomes for children have improved?</b>	
1	
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## 7. Action Plan – Priority Number 2 – Learning Provision

Looking at our Learning Environment

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI 2.3 Learning, teaching and assessment – Themes:
<input type="checkbox"/> Raise educational attainment and achievement for all <input type="checkbox"/> Use performance information to secure improvement for children and young people <input checked="" type="checkbox"/> Ensure children have the best start in life and are ready to success <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of children's progress <input checked="" type="checkbox"/> School Improvement <input type="checkbox"/> Performance Information	<input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children <input type="checkbox"/> Improvement in children and young people's health and wellbeing <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people	<input checked="" type="checkbox"/> Learning and engagement <input checked="" type="checkbox"/> Quality of interactions <input type="checkbox"/> Effective use of assessment <input type="checkbox"/> Planning, tracking and monitoring

	What are we going to do now? Specific actions related to priority	Measures of Success
1	To revisit layout of learning environment, as a result of recent upgrade/extension to look at better use of space and resources to meet the learning needs of all children.	<ul style="list-style-type: none"> <li>Children's developing needs are met</li> <li>Better child engagement</li> <li>Easier access to appropriate resources</li> </ul>
2	To create learning environments that are flexible and adaptable. To meet needs as they change or develop.	<ul style="list-style-type: none"> <li>Flexible, non-restrictive/prescriptive learning environment to improve outcomes for children.</li> </ul>

<b>Action Plan – Priority Number 2 – Learning Provision</b>					
<b>Specific Action</b>	<b>Lead Responsibility</b>	<b>Timescale for completion</b>	<b>Monitoring and evaluation checkpoints</b>	<b>Those involved including partners</b>	<b>Resources including</b>
1	Management Team	Aug – Dec 18	Oct 18	Parents, staff, children	Time and space
2					
3					
4					
5					

<b>Evidence of Impact on children (success measures) - How do we know that outcomes for children have improved?</b>	
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**7. Action Plan – Priority Number 3 – Successes and Achievements: Outdoor Learning**

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI 3.1 Ensuring wellbeing, equality and inclusion – Themes:
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Raise educational attainment and achievement for all</li> <li><input type="checkbox"/> Use performance information to secure improvement for children and young people</li> <li><input checked="" type="checkbox"/> Ensure children have the best start in life and are ready to succeed</li> <li><input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life</li> <li><input type="checkbox"/> Ensure high quality partnership working and community engagement</li> <li><input checked="" type="checkbox"/> Strengthen leadership at all levels</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Leadership</li> <li><input type="checkbox"/> Teacher Professionalism</li> <li><input type="checkbox"/> Parental Engagement</li> <li><input type="checkbox"/> Assessment of children’s progress</li> <li><input checked="" type="checkbox"/> School Improvement</li> <li><input type="checkbox"/> Performance Information</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy</li> <li><input type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children.</li> <li><input checked="" type="checkbox"/> Improvement in children and young people’s health and wellbeing.</li> <li><input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Wellbeing</li> <li><input type="checkbox"/> Fulfilment of statutory duties</li> <li><input checked="" type="checkbox"/> Inclusion and equality</li> </ul>
	<b>What are we going to do now? Specific actions related to priority</b>		<b>Measures of Success</b>
1	Ensure all staff are trained and skilled to lead outdoor learning.		All staff are skilled to ensure a high quality of learning, ensuring that all children receive high quality experiences, reducing inequality.
2	To develop our existing outdoor learning environment to provide opportunities for a broad range of learning opportunities and experiences in all weathers.		A learning environment suitable to challenge and develop children’s learning all year round.
3	To develop a new area for outdoor play/experiences.		To increase the amount of children able to access outdoors at any one time. To increase the amount of time children can spend outdoors.
4			

<b>Action Plan – Priority Number 3 – Successes and Achievements: Ensuring wellbeing, equality and inclusion</b>					
<b>Specific Action</b>	<b>Lead Responsibility</b>	<b>Timescale for completion</b>	<b>Monitoring and evaluation checkpoints</b>	<b>Those involved including partners</b>	<b>Resources including Pupil Equity Funding</b>
1	Management Team	Aug 18 – June 19	Oct 18/Dec 18/ Mar 19	Parents, children and staff	Training, funding, staff overtime, funding
2	Management Team	Aug 18 – June 19	Oct 18/Dec 18/Mar 19	Parents, children and staff	
3	Management Team	Aug 18 -	Oct 18	Parents, children, staff and local authority personnel	Time, space, funding
4					
5					

<b>Evidence of Impact on children (success measures) - How do we know that outcomes for children have improved?</b>	
1	
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3	

**7. Action Plan – Priority Number 3 – Successes and Achievements: – Securing children’s progress**

OCTF	NIF DRIVER	NIF PRIORITY	HGIOELC - QI 3.2 Securing children’s progress – Themes:
<input checked="" type="checkbox"/> Raise educational attainment and achievement for all <input checked="" type="checkbox"/> Use performance information to secure improvement for children and young people <input checked="" type="checkbox"/> Ensure children have the best start in life and are ready to succeed <input type="checkbox"/> Equip young people to secure and sustain positive destinations and achieve success in life <input type="checkbox"/> Ensure high quality partnership working and community engagement <input type="checkbox"/> Strengthen leadership at all levels	<input type="checkbox"/> School Leadership <input type="checkbox"/> Teacher Professionalism <input type="checkbox"/> Parental Engagement <input checked="" type="checkbox"/> Assessment of children’s progress <input checked="" type="checkbox"/> School Improvement <input checked="" type="checkbox"/> Performance Information	<input checked="" type="checkbox"/> Improvement in attainment, particularly in literacy and numeracy. <input checked="" type="checkbox"/> Closing the attainment gap between the most and least disadvantaged children. <input type="checkbox"/> Improvement in children and young people’s health and wellbeing. <input type="checkbox"/> Improvement in employability skills and sustained positive school leaver destinations for all young people.	<input checked="" type="checkbox"/> Progress in communication, early language, mathematics and health and wellbeing <input checked="" type="checkbox"/> Children’s progress over time <input checked="" type="checkbox"/> Overall quality of children’s achievement <input checked="" type="checkbox"/> Ensuring equity for all children

	What are we going to do now? Specific actions related to priority	Measures of Success
1	Introduce tracking and monitoring overviews.	A clear overview of where children’s learning is, information to be shared with parents and partners in order to improve outcomes for individual children and all children.
2	Introduce monitoring review for developmental milestones.	<ul style="list-style-type: none"> <li>• Measure progress</li> <li>• Measure impact on learning</li> </ul>
3		
4		

<b>Action Plan – Priority Number 3 – Successes and Achievements: Securing children’s progress</b>					
<b>Specific Action</b>	<b>Lead Responsibility</b>	<b>Timescale for completion</b>	<b>Monitoring and evaluation checkpoints</b>	<b>Those involved including partners</b>	<b>Resources including Pupil Equity Funding</b>
1	Nursery Management	Aug 18 – June 19	Oct 18 / Jan 19	Staff	Time
2	Nursery Management	Aug 18 / June 19	Oct 18 / Jan 19	Staff	Time
3					
4					
5					

<b>Evidence of Impact on children (success measures) - How do we know that outcomes for children have improved?</b>	
1	
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<b>8. Action Plan Summary for Stakeholders eg Parents, Children, Community Partners</b>	

Number	Priority	Expected outcomes for children which are measurable or observable	Lead responsibility	Timescales
<b>1</b>	<b>Leadership and Management</b>	Develop a parent council (L/A)	M Clark	Aug 18 – June 19
		Develop parent focus groups	Management Team	Aug 18 – June 19
		Develop leadership at all levels	Management and Staff	Aug 18 – June 19
		Develop more opportunities for parents to take part in children’s learning.	Management and Staff	
<b>2</b>	<b>Learning Provision</b>	Revisit learning environment layouts and usage	Management and Staff	June 18 -
		To create a rich learning environment which is flexible and adaptable to meet the developing needs of children.	Management and Staff	June 18 -
<b>3</b>	<b>Successes and Achievements</b>	Outdoor learning environment developed to provide challenging opportunities and experiences all year round.	Management and Staff	Aug 18 -
		Access outdoor training for all staff.	Management and Staff	Aug 18 -
		Develop new outdoor space to extend the amount of children and time spent outdoors.	Management and Staff	Aug 18 -