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| **Improvement Priority title:**  **Ensuring Wellbeing, Equity and Inclusion : Nurture** |
| **Linked to QI/Theme:**   * Q.I 1.3 – Leadership of change * Q.I 2.3 – Learning, teaching and assessment * Q.I 2.5 – Family learning * Q.I 2.7 – Partnerships * Q.I 3.2 – Raising attainment and achievement |
| **Linked to National Improvement Framework Priority (check all that apply):**   * Improvement in attainment, particularly in literacy and numeracy ☐ * Closing the attainment gap between the most and least disadvantaged children ☒ * Improvement in children and young people’s health and wellbeing ☒ * Improvement in employability skills and sustained, positive school leaver destinations for all young people ☒   **Linked to National Improvement Drivers (check any that apply):**  School Leadership ☒ Teacher Professionalism ☒ Parental Engagement ☒ Assessment of Children’s Progress ☒ School Improvement 🗵 Performance Information 🗵 |
| **What difference will it make for learners? (what impact do we expect to see? List specific expected outcomes):**  **Pupils as learners will:**   * Have the social and emotional skills to interact confidently and appropriately * Be more engaged in their learning   **Staff as learners will:**   * have confidence in their nurturing approach * feel empowered to engage pupils in lessons more effectively |
| **Success criteria (how will we know if the change has been an improvement?):**  **Pupils as learners will:**   * disrupt classes less frequently * complete tasks successfully and feel proud of their successes * be intrinsically motivated to a greater extent and accept more responsibility for their choices   **Staff as learners will:**   * be able to articulate the progress of each learner, based on robust evidence. * be able to articulate the impact the professional learning and collaboration is having on their practice. |

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| **Monitoring and evaluation procedures (how will we know if our success criteria have been met?):** | **Who will lead this? (detail of responsibilities and timescales)** |
| * Children will be able to express themselves more fully in appropriate and acceptable ways. | * All |
| Children will have higher self-esteem and see their worth as part of the DEN group, within their class and school. | * CC / All |
| * Boxall profiles will show improvements for individuals. | * CC |
| * Exclusion (both out of school and out of class) rates will be down / children will be able to regulate their behaviour within their classrooms. | * All |
| Parent comments / feedback will show they have a better understanding of how to effectively support their children and how they will support each other. | * JS |
| Comments from pupils, staff and parents on more welcoming and nurturing environment. | * JS |
| IPT and PSW to evaluate their work with individuals and groups to reflect on progress. | * JM / LA / PSW |
| * Seasons for Growth programme will show through pupil comments how their thinking and their ability to cope and be resilient has progressed. | * JM |
| * WOWW programme – notes taken by JS and MG will show how pupils are meeting their targets. Target setting in class will illustrate pupil’s level of thinking. | * JS / MG / GG |
| * Nursery staff will be planning in the moment; taking the lead from the children, enabling and supporting them in their learning. | * KM / MR / DB |
| * Early years classes will have more opportunities for learning through play and children will show sustained engagement in their learning / play. | * AS / KM |
| * Ferre Laevers Leuven scale assessments | * KM, other staff as appropriate |

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| **What exactly are we going to do? (detail of specific actions)** | **Who will lead this? (detail of responsibilities and timescales)** |
| Person Centred Planning exercise with whole staff (teachers, PSAs, nursery staff) | * Laura Gourlay, Educational Psychologist – June 2018 |
| Research nurture: relevant books, websites | * All |
| Complete Boxall profiles on identified children on a regular basis | * CC |
| Resource, set up and run Room 7 as The DEN (Developing Emotionally through Nurture) | * CC / FR (funding for FR and for resources from PEF) |
| More plants in school | * All |
| * Animals in school – investigate therapets and pets such as leaf cutter ants (possible grant?) | * JS |
| Use SCARF resources at assemblies and in classes to promote health and wellbeing | * All |
| Use Moppy, Friendship Terrace, Bounceback etc. to promote social and emotional wellbeing. | * All as appropriate |
| * Organise a POPP (Psychology of Positive Parenting) course for parents | * Sheila Hutchison (SW), Muriel Dalgarno (Health), JS |
| Pupil Support Worker and Intervention & Prevention Teachers used effectively to meet the needs of our pupils. | * JS (£2000 PEF funding towards the network PSW for primary) / IPT / PSW |
| Seasons for Growth programme to run for identified children during term 3 | * JS / IPT |
| Working on What Works (WOWW) programme to be implemented with P3,4 class. | * JS / MG / GG |
| Planning in the nursery will be changed taking into account Anna Ephgrave’s approach following CLPL. | * KM / DB / MR |

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| **Equity implications:**  By addressing the nurture needs of identified children we will better meet their overall needs which will enable us to make progress towards closing the gap. This will also enable us to better meet the needs of other children in class as children will be more focussed on their learning. Our PEF funding will go towards the PSW for Meldrum network, provide resources for the DEN and pay for the PSA for the DEN. |
| **Staff wellbeing and pastoral support implications: (how will you ensure that this improvement project does not impact negatively on staff wellbeing and workload?)**  Cover provided for staff by using assembly time, additional support for learning teacher, Golden time, head teacher cover, etc. |

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| **Creativity opportunities:**  Taking a nurturing approach will ensure children are working at a developmentally appropriate level and so fill any gaps in their learning, e.g.   * providing children with resources in the environment which support children’s skills development, allowing children to demonstrate their skills of curiosity and problem solving e.g. den construction, working together to solve problems * developing quality role-play areas which promote open-mindedness and role play, supporting children’s language and communication skills through quality adult/child interaction. * Developing social skills through preparation of and sharing of a snack |
| **Expected resource needs:**  * Climbing frame for nursery (funding from Rotary Club) * Boxall profiles * Mirrors * Emotion puppets * Food for snack, baking, etc. * Sensory items |