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| **Nursery Class Priority 3 :**  To improve staff skills and knowledge and ensure consistent practice with GIRFEC policy |

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| **National Improvement Framework Priorities** | **HGIOS 4 & HGIOELC Quality Indicators** | **Integrated Children’s Services Plan Outcomes** |
| * 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 destinations.   Key drivers of improvement   * School leadership * Teacher professionalism * Parental engagement * Assessment of children’s progress * School improvement * Performance information | 1.1 Self-evaluation for self-improvement  1.2 Leadership for learning  1.3 Leadership of change  1.4 Leadership and management of staff/ practitioners  1.5 Management of resources to promote equity  2.1 Safeguarding and child protection  2.2 Curriculum  2.3 Learning teaching and assessment  2.4 Personalised support  2.5 Family learning  2.6 Transitions  2.7 Partnerships  3.1 Improving/ ensuring wellbeing, equality and inclusion  *Specific to HGIOS 4*  3.2 Raising attainment and achievement  3.3 Increasing creativity and employability  *Specific to HGIOELC*  3.2 Securing children’s progress  3.3 Developing creativity and skills for life and learning | * All children reach appropriate development and social milestones through improved support in early years. * Support for disadvantaged and vulnerable children, young people and families is improved. * Health and wellbeing outcomes are improved for children and young people. * Raised attainment for all young people leading to positive destinations. |

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| Progress: | Nursery staff have attended a variety of training courses to promote and enhance their knowledge and understanding of GIRFEC, including the November and February in-service days training run by Stirling and Clackmannanshire  Council. These enabled staff to ask questions and receive informative answers. As a result, the training has given staff a greater understanding of the Staged Intervention process. It enables staff to work together on Staged Intervention with a greater consistency. Which has resulted in a greater quality of care and appropriate support for the children who require it.  A member of staff attended the Pastoral Notes training for Seemis and shared this with the rest of the team. As a result staff are now more confident recording events on Seemis.  A member of staff has recently completed their SVQ 2 SLA Qualification which covered a range of content including International/National and local legislation which includes GIRFEC. This has enabled the member of staff to engage in workplace practice more confidently and embed it in her practice allowing her to support her colleagues with greater purpose. As a result of her studies, the member of staff will now be able to be work with the children in a more responsive and meaningful capactity.  An enhanced transition program was created by an ECE with an ASN specialist support, this resulted in a very comprehensive programme being produced to support children moving from nursery to primary one.  Staff now use the eight wellbeing indicators to support their planning of children’s learning experiences. As a result of this every aspect of a child’s health and wellbeing is being looked after and supported ensuring that all children have access to the appropriate support for their individual needs. |
| Impact: | All children benefit from the specialised training courses which staff have attended as it enables them to receive up to date professional and consistent care.  Children in the nursery will benefit from having another member of staff working with them who has the appropriate qualifications to support and assist them as they develop and learn.  The enhanced transition program has enabled all pre-school children to discover what it will be like in Primary one therefore enabling them to have a smooth transition from nursery to their next stage.  Using the wellbeing indicators as part of the planning process ensures that all children are being supported whatever their individual needs maybe ensuring they each reach their best possible potential. |
| Next steps: | * To ensure that all members of staff have the opportunity to update their knowledge of GIRFEC as and when required. * To ensure that all new members of staff have had GIRFEC training and if not, arrangements will be made for the member of staff to attend relevant training courses.   Completed by Nursery Senior ECE S Pirie June 2017 |