Falkirk Council
Children's Services

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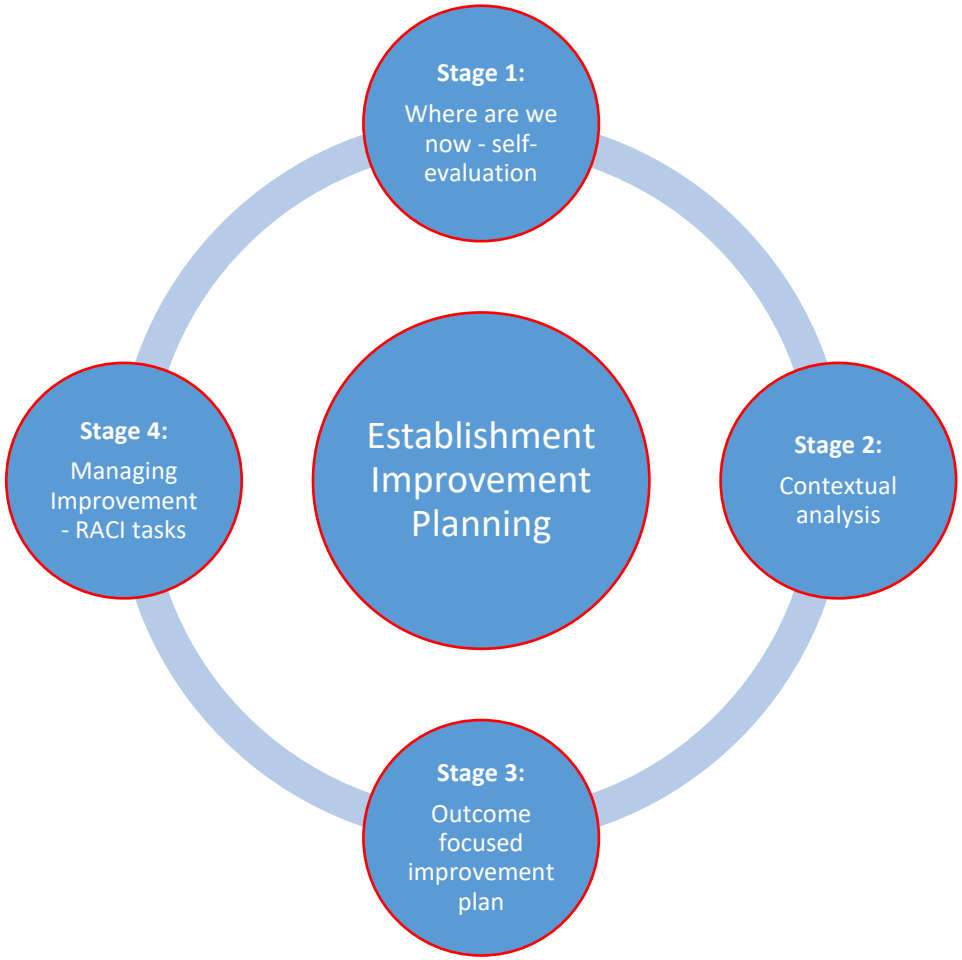
Establishment Improvement Planning Cycle



Unique Context

Progress & Attainment

Overall attainment is consistently high and has been maintained over several years. There has been an adverse impact on attainment in writing, particularly at primaries two and three. This is due to lockdown. We have provided an Early Intervention Teacher in direct response to this result. Early indications are that this support has ensured identified children present with fewer gaps in learning.

In most stages in school we are above the neighbourhood average in reading attainment. In comparison to our neighbourhood schools attainment is a little less consistent.
There has been a significant improvement in attainment in reading, writing and numeracy this session in primary seven

We have seen a positive impact of 'play based pedagogy' on attainment in listening and talking. There is no evidence to support significant impact in reading, writing and numeracy. We will continue to review and adapt our practice to ensure attainment rises.

Review of the ASN process confirms that the needs of all identified children are being addressed. Adherence to staged intervention provides support for all who require it.

Achievement

All Staff including ELC continue to play an important part in the ongoing developments through our School. All ELC have a leadership remit.

Teacher leaders drive forward improvement in STEM, modern languages and reading for enjoyment.

During lockdown all pupils accessed online, face to face lessons with teachers twice a day. This allowed for continuation in learning in literacy and numeracy. It also provided social connection between pupils, parents and the school. We have been highly praised and publically recognised for our success in this area.

We created support guides for families to enable children to access online learning.

Targeted pupils also participated in online lessons with the Learning Support Teacher and the Early Intervention Teacher.

Ongoing nurture support for targeted individuals has closely monitored the well being of these pupils to ensure we have adapted to meet their needs.

ELC staff and teachers have responded to the challenges of the pandemic through engagement in CLPL. Many staff have gained additional qualifications during this period eg. Open University, Apple Teacher and MIE.

Participation

Pupil engagement throughout lockdown varied between 96% and 99%.
IT support and resources were provided to pupils to ensure participation and equity.
Pupils participated in the life of the school via Microsoft teams and Twitter eg. The Masked Reader.

We successfully provided parents with online face to face teacher appointments via Groupcall.
Interim reports were provided to parents in place of parent meetings in November 2020.
Our Parent Council moved to online meetings and successfully enabled more than fifty families to engage in school updates throughout the year.
Our PTA also moved online and despite the pandemic raised in excess of £3300. This money was targeted at supporting charities and the vulnerable in our school community.

One of our local businesses supported Christmas activities in the school.

We developed the use of Webex to engage with our partner agencies to support staged intervention.

By adapting our plans we were able to continue our intergenerational working between our nursery and Thorntree Mews.

The use of Microsoft forms captured the views of parents, pupils and staff throughout the session.

Pupils have taken responsibility for developing their digital skills during lockdown. This independence is particularly apparent in our senior pupils. There is an increased appetite for using technology in the classroom.

We received phenomenal results in the Active Schools Sports Competition. Comely Park were placed first overall in the large schools category. We were also first overall in Basketball, Football, Athletics and Cross Country.

This information has not only informed our approaches to any future online learning but also has been used to inform next session's improvement priorities.

We recognise and plan to implement further interventions to reconnect with our wider community this coming session.

Attendance and Exclusion

Comely Park Primary sits within neighbourhood group 1

Total Roll:	428 present roll				
FME:	2017	2018	2019	2020	3 year average
	4%	5%	5%	6%	5%

Our FSM has increased from 5% in 2019/20 to 9% in 2020/21. Based on 2019/20 data, this is 11% below authority average and 2% below our neighbourhood average.

ASN pupil census

ASN pupil census	CPS	LA	NAT
Number of pupils	43	-	
% of pupils	11%	23%	

Exclusion: 2 in last year.

Attendance:

Consistent at 96% over last 5 years. No pattern of higher absence rate in most deprived. Slightly

National Expectations

Engagement (in learning)

We have ongoing discussions with both our Parent Council and our PTA.

Due to the pandemic, all of our consultation with parents took the form of online surveys. During lockdown we consulted with parents on priorities for school improvement.

Pupil engagement in school improvement planning also took place online with pupils from P4-7. In session 21-22 we will return to engaging with pupils through our House Captaincy team.

Curricular Evenings were suspended in session 20-21. They will be reinstated session 21-22 when we can invite parents back into the building.

We are keen to re-engage with our parent volunteers and invite them to return to school as soon as we can.

Parental engagement in Stay and Play (family learning sessions) will be offered once again. Parental involvement in school and wider school events will recommence.

higher than neighbourhood group and higher than authority average.		ELC will revisit curriculum rationale with parents in move to full 1140 model next session. Families will be invited to contribute to our Pedagogical Charter. Team Around the Child meetings will move from online to in-school meetings in order to meet individual needs of pupils and families. We will continue to work with partnership and external agencies for the benefit of our pupils.
Place -Geographical and economic influences Comely Park Primary School is situated in the heart of Falkirk. The school has existed on the site since 1878. We receive a significant number of placing requests into the school each year. 60% of our pupils live in housing within SIMD 8, 9 and 10. 14% of our pupils live in housing within SIMD 1, 2 and 3. Many of our parents make use of our position in the central belt and commute to Glasgow and Edinburgh.	**People - Community Demographic** We are in a built up area which allows us to enjoy close links with many of the businesses and facilities in our locality. We are frequent visitors to Callendar Park where we can access outdoor learning in a more natural environment. We benefit from effective partnership working with both our Parent Council and our Parent Teacher Association (PTA). The Parent Council, in partnership with Falkirk Football Foundation, have created Woodlands Community Sports (WCS) a social enterprise group which operates Woodlands Games Hall and sports pitch for the benefit of the whole community. As a result pupils have access to outstanding sports facilities. A key asset to the school community is the number of parents who can enrich the curriculum particularly in connecting with the World of Work. Historically we have involved such parents regularly.	**Performance - Priorities** SIP Priorities: • Implement a whole school approach to the learning, teaching and assessment of reading. • Embed a whole school approach to the learning, teaching and assessment of writing. • Embed a whole school approach to the learning, teaching and assessment of Numeracy and Maths. • Develop a whole school approach to embed Learning for Sustainability within our Curriculum. • Approaches to planning and tracking in the nursery were updated and will now be implemented within the ELC setting. • All staff are responsible for the planning and delivery of individual leadership remits with accountability for developing our ELC curriculum. Maintain the use of the 'Relationships, Sexual Health and Parenthood' programme for children and young people.

	Another key asset to the school is the number of parents volunteering both within the school and in community based events. We benefit from great diversity within our school. There are 24 languages spoken by the 18% of pupils who are bilingual. We regularly have pupils who arrive with no English. Gender: slightly more females particularly at P3 stage. Roll is 201 Male/227Female	We use our PEF money to benefit our low SIMD pupils but also provide universal support to all in order to meet the needs of others who fit the criteria. As a school, we feel strongly that by ensuring and highlighting the clear links between universal School Improvement Priorities and those of PEF we can be more focused in striving for excellence and equity.

Financial Context

Summary of spend for 2021 -22

Historic PEF Allocation		Summary of spend for this plan 2021 -22	Cost
2017-18 :		Literacy	Library books
2018-19:		Numeracy	£2226 (Sumdog lit and num)
2019-20:		Health & Wellbeing	
2020-21:		Across All Areas (programmes and interventions) Additional staff	£494.72 Apple TVs £6,000 Reading Resources
2021-22:	Carry Forward 2021		£10,000 Learning Support £8,000 Nurture Support

PEF Staffing	Role/FTE/ length of contract	Cost
Teachers	Learning Support Teacher	£10,000
Family link / support/ welfare workers	Nurture Support Assistant	£8,000
Early Years Officers		£
CLD		£
Other		£
TOTAL		£18,000

What are your key activities for this plan?

People	Performance	Place
One additional day of Learning Support. Three days of nurture support.	Universal support: • Sumdog – literacy • Sumdog – numeracy • Digital technology – Apple TVs • Reading resources across the school Targeted support for individuals and groups: • Access to Learning Support Teacher and resources • Access to Nurture Support Assistant to support dysregulated behaviour	Apple TVs will enhance the use of new digital technology in the classroom, specifically the new ipads for senior pupils and the increased number of these in all other classes. New reading areas; fiction; non fiction; reading schemes; novels and support materials targeted at individuals will be provided.

Local and National Context

Local and national advice that should inform planning for improvement: Raising attainment and achievement for all		
National	**Falkirk**	**FVWLric**
• Realising the Ambition: Being Me • HGIOELC, HGIOS?4 HGIOURS? • Education Scotland – Support to Online Learning Links • National Improvement Framework 2021 • National Improvement Hub • Addressing the poverty Related Attainment Gap: Cross- sectoral Inspection Evidence • GIRFEC: Progressing the Human Rights of Children in Scotland Action Plan 2018 –21, Progress Report 2020 • National SAC 5 Year Report 2016 -21 • Resources for Practitioners • Scotland Learns • 2020 PEF National Operational Guidance • Scottish Attainment Challenge 2020-21: equity in Education • Closing the poverty related attainment gap: a report on progress 2016-21 • https://www.povertyalliance.org/wp-content/uploads/2021/02/The-Poverty-related-Attainment-Gap-A-Review-of-the-Evidence-2.pdf • SAC Self Evaluation resource • BGE Assessment • National CfE Benchmarks	• Integrated Children's Services Plan 2017 - 2020 (falkirk.gov.uk) • FCCS Education Division Standards and Quality Report 2019 -2020 • FCCS Education Division Recovery and Improvement Plan 2020- 2021 • SSI School Improvement Framework • Service and School Improvement Team Curriculum Support Page • Digi Learn Falkirk • Literacy Blog • Numeracy Blog and Strategy • Maths/Numeracy Pressure Points • Connected Falkirk • SSI primary and secondary performance summary/ profile docs • Falkirk Council's Scottish Attainment Challenge 5 Year report)March 2021) • Updated FC Moderation Starter Pack • Practitioners Pages: • GIRFEC • ED Psych • Senior Leadership Engagement Strategy	• Kit Gilbert, Attainment Advisor, Christopher • Christopher.Gilbert@educationscotland.gov.scot • Kimberly Robinson FC Data Coach member of the FVWLRric Performance Team Kimberly.robinson@falkrik.gov.uk • Tommy Lennox Ed Scot NIF Advisor, Tommy.Lennox@educationscotland.gov.scot • FVWLric Equity Toolkit https://sites.google.com/eds.glow.scot/fvwlcovid19equitytoolkit/home • FVWLric Hub - resources, events and support

Local and national advice that should inform planning for improvement: Curriculum Development

National

- CfE Building the Curriculum (BTC)TC 2,3 4 and 5
- Principles and Practices Papers
- CfE briefings 1 -17
- Literacy across learning (Responsibility of All)
- Numeracy across learning(Responsibility of All)
- CfE Refreshed Narrative
- National Improvement Framework 2021
- Realising the Ambition: Being Me
- Leuven Scales of Involvement and Wellbeing & 10 Action Points
- Care Inspectorate resources
- Education Scotland – Support to Online Learning Links
- Primary Curriculum Improvement Toolkit | Self-evaluation | National Improvement Hub (education.gov.scot)
- GIRFEC: Progressing the Human Rights of Children in Scotland Action Plan 2018 –21, Progress Report 2020
- National SAC 5 Year Report 2016 -21
- Scot Gov Ed Scot Learning for Sustainability Action Plan
- Signposting Equity Series
- SG Guidance School Visits and Trips
- National CfE Benchmarks

Falkirk

- Integrated Children's Services Plan 2017 - 2020 (falkirk.gov.uk)
- FCCS Education Division Standards and Quality Report 2019 -2020
- FCCS Education Division Recovery and Improvement Plan 2020- 2021
- SSI School Improvement Framework for:
  - FC Progression Pathways (newest RME)
  - FC Numeracy Pressure Points
  - HWB Support Plan 2020
  - Updated FC Moderation Starter Pack
  - Literacy Family Learning Packs
  - Literacy and Numeracy Strategies
  - FC Numeracy Pressure Points
  - Learning for Sustainability Framework (Including UNCRC)
  - Digi-learn Falkirk
- Service and School Improvement Team Curriculum Support Page
- CPD Manager
- Practitioners Pages:
  - GIRFEC
  - Children's Commission
- Educational Psychology blog: https://blogs.glowscotland.org.uk/fa/epservice
- FC Alternative Assessment Model 2021 Guidance

FVWLric

- FVWLric Plan 2020 -22
- Workstream Plans **Blogs**
- Esgoil /West OS
- FVWLric Hub - resources, events and support for:
  - Curriculum
  - Virtual learning
  - Literacy
  - Numeracy
  - STEM
  - Performance for improvement
  - Early learning and Childcare
  - Guidance and documents
  - Events
  - News and information

Contacts: links below to get in touch

- General Enquiries to FVWLric
- Lorraine Sanda, Lead Director
- Iain McGhee, Development Officer
- Audrey Farley, Curriculum & Virtual Learning
- Mary Rendle, Numeracy
- Janet Adam, Literacy
- Gill Campbell, Health & Wellbeing
- Leigh Watson, STEM
- Claire Tough, Business Support

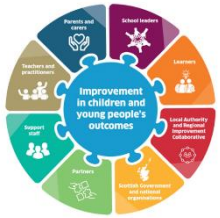
Priority Area 1

Improvement Priority : Learning and teaching.

1.3 Leadership of change
2.3 Learning, teaching and assessment
3.2 Raising attainment and achievement

- ☐ **Setting Leadership**
- ☐ **Workforce Professionalism**
- ☐ **Parental Engagement**
- ☐ **Assessment of Children's Progress**
- ☐ **Setting Improvement**
- ☐ **Performance Information**

- ☐ **Autonomy**
- ☐ **Professional learning**
- ☐ **Participation and Engagement**
- ☐ **Collaboration**
- ☐ **Resources**



- ☐ **Raising attainment and Achievement**
- ☐ **Wellbeing, Equality and Inclusion**
- ☐ **Skills and Attributes Development**

What data / evidence informs this priority? (Including the contributions and the engagement with your key stakeholders)

We will continue to drive forward Consultation with parents and staff evidenced joint agreement that Literacy and Numeracy should continue as priorities in Session 2021-22.

We are not consistently meeting the national target of 85% in all areas of the school. Resources for reading are being refreshed.

Reading

Reading results	
June 2021	
P1	82%
P4	78%
P7	92%

Implement a consistent and progressive approach to the learning, teaching and assessment of reading.

Improvement outcomes (Detail targets % etc. 17/18, 18/19, 19/20) (Including outcomes for parents and families)

Performance Targets are:

Reading Targets	
June 2022	
P1	85%
P4	85%
P7	90%

Writing Targets	
June 2022	
P1	87%
P4	85%
P7	90%

Inventions/improvement actions

- Training for staff on reading pedagogy.
- Moderation opportunities to ensure consistency of approach.
- Quality Assurance programme including peer observation, ongoing self-evaluation and feedback from all stakeholders throughout the session.

Writing

- Staff Training on development and delivery of reading pedagogy.
- Whole staff moderation opportunities to ensure consistency of approach (reading).
- Strengthen the links between planning, tracking and assessment.
- Strengthen the links between reading and writing.

Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)

- Tracking meetings
- Teacher Judgement
- Ongoing Assessment
- Progression Attainment Quadrangle will be used to monitor individual pupil progress in reading
- Embed new writing criteria to assess progress within a level
- Moderation in partnership with our Neighbourhood Group
- Quality Assurance processes
- Feedback from parents via Microsoft Forms

Writing

Writing results	
June 2021	
P1	84%
P4	69%
P7	92%

Implement a consistent and progressive approach to the learning, teaching and assessment of writing.

Listening and Talking

Listening and Talking results	
June 2021	
P1	94%
P4	98%
P7	96%

Achievement in Listening and Talking continues to support the development of writing.

Numeracy

Numeracy results	
June 2021	
P1	86%
P4	82%
P7	90%

Embed a consistent and progressive approach to learning, teaching and assessment of Numeracy and Maths.

Listening and Talking Targets	
June 2022	
P1	94%
P4	98%
P7	96%

Numeracy Targets	
June 2022	
P1	85%
P4	85%
P7	90%

Learning, teaching and assessment will be consistent across all stages

- Short term – increasing teacher confidence in using planning and assessment tools to support the teaching of literacy and numeracy
- Medium term – consistency of practice
- Long term – learners demonstrate increased understanding and skill and this is reflected in attainment figures.
- Investment in Sumdog will allow parents to support their child with home learning

Reading

- Staff Training on development and delivery of reading pedagogy.
- Whole staff moderation opportunities to ensure consistency of approach (reading).
- Strengthen the links between planning, tracking and assessment.
- Strengthen the links between reading and writing.
- Achieve the Scottish Book Trust 'Reading School Award'
- Participate in the Nuffield Foundation 'Love To Read' research programme.

Numeracy

- Embed the Falkirk Numeracy Strategy across all areas of the school.
- Strengthen the links between planning, tracking and assessment.
- Ongoing engagement with Maths Mastery.

Universal

- New reading resources across the school
- Area libraries
- The Reading School Award – Scottish Book Trust
- PM Writing Resource
- Sumdog online resource for spelling, grammar and numeracy.
- Maths Mastery resource

	• Investment and training in the use of Apple TVs
Targeted (for example, PEF/SAC/equity interventions)	• Additional day of Learning Support Teacher (PEF funded) • Nessy and Teach My Monster To Read resources • Nurture Support to help improve engagement (PEF funded) • Workshops for EAL parents
Ongoing evaluation/actual impact:	

Priority Area 2 **Improvement Priority : Learning and teaching through Sustainability** **1.2 Leadership of Learning** **2.2 Curriculum**	☐ **Setting Leadership** ☐ **Workforce Professionalism** ☐ **Parental Engagement** ☐ **Assessment of Children's Progress** ☐ **Setting Improvement** ☐ **Performance Information** 	☐ **Autonomy** ☐ **Professional learning** ☐ **Participation and Engagement** ☐ **Collaboration** ☐ **Resources** 	☐ **Raising attainment and Achievement** ☐ **Wellbeing, Equality and Inclusion** ☐ **Skills and Attributes Development**
What data / evidence informs this priority? (Including the contributions and the engagement with your key stakeholders) In response to the 'Whole School and Community Approach to Learning for Sustainability' Education Scotland (2021) and 'Learning For Sustainability In Falkirk Framework' (2021) we will develop a whole school approach to embed Learning for Sustainability in our Curriculum.	**Improvement outcomes (Detail targets % etc. 17/18, 18/19, 19/20) (Including outcomes for parents and families)** • Short term – increasing teacher confidence in using Falkirk Learning for Sustainability IDL planning format and assessment tools to support Learning for Sustainability. • Medium term – consistency of practise and increasing teacher knowledge and understanding of Sustainable Development Goals (SDG). • Long term – learners demonstrate increased knowledge, understanding and skills in Learning for Sustainability. All children will participate in Sustainable Heroes.	**Inventions/improvement actions** • Training for staff on Learning for Sustainability pedagogy. • Develop the life and ethos of the school and the community through Sustainable Hero groups. • Introduce Falkirk 'Learning for Sustainability' bundles. • All staff to use Falkirk Council 'Learning for Sustainability' planners across the whole school. • Staff participation linked to CPD which supports improvement priorities.	**Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)** • Quality Assurance monitoring of short term, medium term and long term planning, including planning for IDL and Sustainable Heroes. • Sustainable Heroes will have an activist role to each develop an aspect of the school as a community. • Feedback from staff, pupils and parents via Microsoft Forms.

Universal	• Signage displayed around the school to promote knowledge and understanding of Sustainable Development Goals. • A collaborative approach to the planning and delivery of Learning for Sustainability. • Learning for Sustainability library/reading resources to be accessed by all pupils. • All pupils to be placed in a Sustainable Heroes group reflecting personalisation and choice. • Staff training.
Targeted (for example, PEF/SAC/equity interventions)	• Working with external agencies and creating links within the Local Community to support the embedding of Learning for Sustainability. • Once a month Sustainable Hero groups to meet and Whole School assemblies will be held to target specific Sustainable Development Goals.
Ongoing evaluation/actual impact:	

Priority Area 3 **Improvement Priority: Developing Planning and Tracking within the ELC setting.** **2.3 Learning, Teaching and Assessment (HGIOELC)** **3.2 Securing Children's Progress (HGIOELC)**	✓ **Setting Leadership** ✓ **Workforce Professionalism** **Parental Engagement** ✓ **Assessment** ✓ **Of Children's Progress** ✓ **Setting Improvement** ✓ **Performance Information** 	**Autonomy** **Professional learning** ✓ **Participation and Engagement** ✓ **Collaboration** ✓ **Resources** 	✓ **Raising attainment and Achievement** ✓ **Wellbeing, Equality and Inclusion** ✓ **Skills and Attributes Development**
What data / evidence informs this priority? (Including the contributions and the engagement with your key stakeholders) In partnership with our cluster lead, approaches to planning were updated and will now be implemented within the ELC setting. Participation with the Assessment Framework Pilot lead to identifiable improvements in our current tracking process. We now need to embed this format in our practice.	**Improvement outcomes (Detail targets % etc. 17/18, 18/19, 19/20) (Including outcomes for parents and families)** All staff will engaged in delivering high quality experiences for all children. The progress of each individual child will be tracked against Curriculum for Excellence, Realising The Ambition and Skills For Learning And Life Framework. All children will participate in focused child observations.	**Inventions/improvement actions** All staff participate in twice weekly huddles. All staff participate in fortnightly planning meetings lead by the SEYO. SEYO has responsibility for ensuring consistency of approach and collective responsibility. All staff engage routinely with responsive planning records. All staff will be responsible for creating a record of continuous improvement. All staff will contribute to focus child observation paperwork. Opportunities to moderate high quality planning and evaluations. All staff will attend tracking meetings throughout the session with DHT.	**Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)** Floorbooks Intentional Planning Record Observations within online learning journals Quality Assurance paperwork Evidence of moderation Attendance at tracking meetings Rating of very good for 2.3 and 3.2

		Staff participation linked to CLPL which supports improvement priorities.	
Universal	• High quality experiences for all children. • Robust record of progress and achievement for each individual child. • A collaborative approach to the planning and delivery of high quality learning experiences.		
Targeted (for example, PEF/SAC/equity interventions)	• Working with external agencies to support named individuals. • Working with partnership nurseries to support blended placements. • Individual support provided as identified through the tracking process.		
Ongoing evaluation/actual impact:			

Priority Area 4 **Improvement Priority: Delivery of High Quality Experiences** **1.2 Leadership of Learning (HGIOELC)** **2.2 Curriculum (HGIOELC)** **2.6 Transitions (HGIOELC)** **2.7 Partnerships (HGIOELC)**	✓ **Setting Leadership** ✓ **Workforce Professionalism** ✓ **Parental Engagement** ✓ **Assessment Of Children's Progress** ✓ **Setting Improvement** ✓ **Performance Information** 	✓ **Autonomy** ✓ **Professional learning** ✓ **Participation and Engagement** ✓ **Collaboration** ✓ **Resources** 	✓ **Raising attainment and Achievement** ✓ **Wellbeing, Equality and Inclusion** ✓ **Skills and Attributes Development**
What data / evidence informs this priority? (Including the contributions and the engagement with your key stakeholders) In response to changes in staffing and the increase in provision of ELC we are developing distributive leadership across the team. All staff are responsible for the planning and delivery of individual leadership remits with accountability for developing our ELC curriculum. Areas for development include: ✓ Schematic play ✓ Engagement with families ✓ Communication Champion ✓ Clay ✓ Gardening ✓ Block Play ✓ Outdoor Learning ✓ Woodwork ✓ Cooking ✓ Music ✓ Sewing ✓ Makaton ✓ Tuff trays	**Improvement outcomes (Detail targets % etc. 17/18, 18/19, 19/20) (Including outcomes for parents and families)** All children experience Marvellous Mealtimes. Full participation in 'What Matters To Me'. Staff capacity to lead will be enhanced improving outcomes for children. All staff members will be responsible for introducing well considered curriculum innovations that successfully enrich children's learning. Full stakeholder participation in the review of our curriculum ensuring it reflects the changing and unique needs of our children, families and community. Raised awareness of emerging developments and current research in the care and learning of children. Engagement in a broad range of skills within motivating and relevant contexts.	**Inventions/improvement actions** All staff are responsible for creating and maintaining leadership remits. All staff required to attend CLPL to support the development and delivery of leadership remits. All staff to engage in leadership reviews during 1:1 meetings with the DHT. Full stakeholder engagement in the creation of our pedagogical charter. All staff responsible for the effective delivery of Marvellous Mealtimes. Team approach in implementation of 'What Matters To Me'. SEYO to identify opportunities to further develop family engagement. Collective responsibility for improving family engagement in the life of the nursery.	**Measures (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)** Parental engagement with Twitter, School App and online learning journals. Rating of very good for 1.2, 2.2, 2.6 and 2.7. Completion of environment audit. Consultation with A Quality Framework For Daycare Of Children, Childminding And School Age Children. (Care Inspectorate, June 2021). Regular opportunities for stakeholder feedback. Evaluated leadership remits.

We are launching 'What Matters To Me' to support smooth transition and personalised experiences for all children. In development of each of the above leadership remits, staff will be responsible for enabling parental engagement.	Children are provided with rich, relevant experiences to enhance their play and practice skills, explore the world around them and develop knowledge and understanding in their own way and their own time. Provision of initiative and creative opportunities for children to experience high quality play both indoors and outdoors.		
Universal	• High quality experiences will be provided for children as a result of distributed leadership across the nursery. • Children benefit from emerging developments within early years. • The quality of information gathered for each child supports a personalised experience. • Opportunities for all families to engage in the life of the nursery.		
Targeted (for example, PEF/SAC/equity interventions)	• 'What Matters To Me' ensures support is provided on an individual bases. • EAL families are supported by staff to ensure accessibility.		
Ongoing evaluation/actual impact:			