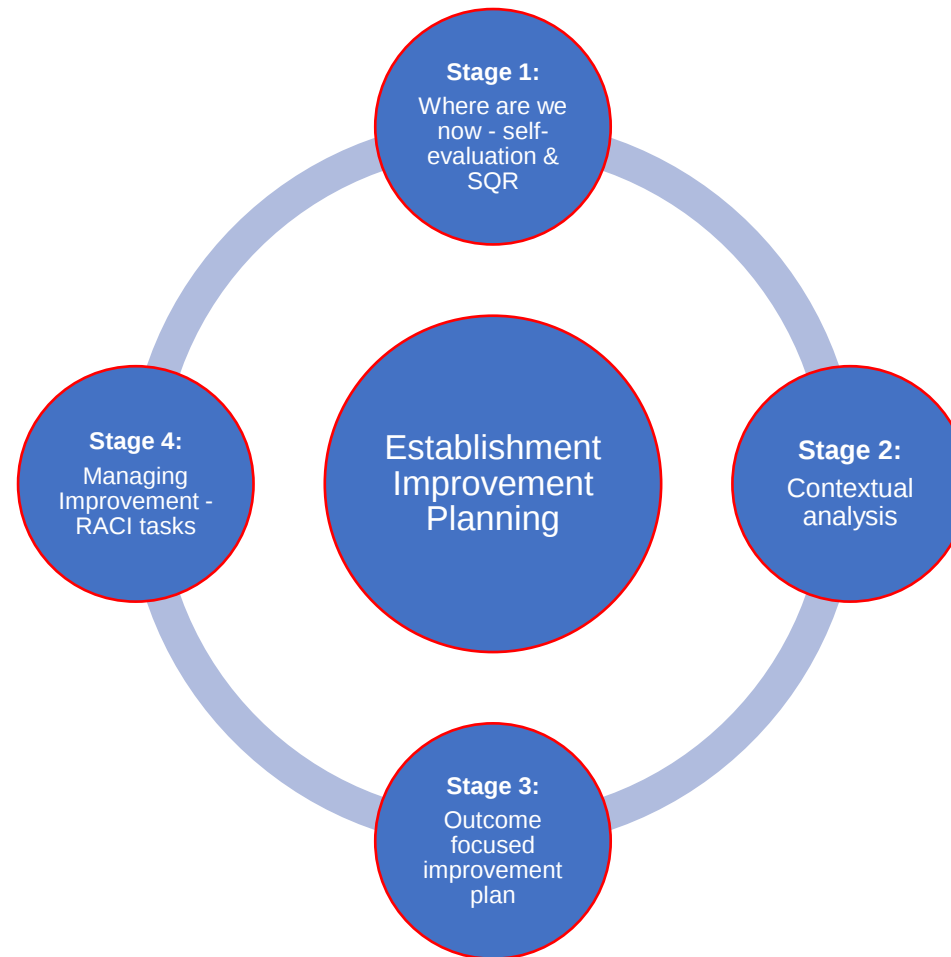




Falkirk Council Children's Services

Establishment Improvement Planning Cycle



Unique Context

Stage 2

National Expectations



Community – Demographic, geographical and economic influences

- Bainsford & Langlees is an area of deprivation, some significant.
- New private housing in New Carron and new Local Authority housing at St Francis PS have brought more of a mix of SIMD.
- Most children are in SIMD 1,2,3, 7 & 8
- Bainsford & Langlees ranks in the 3rd decile overall
- The village has very good access to local shops and ranks in the 6th decile.
- There is a great sense of community in Bainsford and people who live here are very proud that they do.
- The school has thirty EAL families
- There are approximately 3500 people living in Bainsford & Langlees
- Housing in Bainsford & Langlees is mainly Local Authority housing
- The nursery team offer great support to families in need
- The nursery & School have a Larder that parents can access freely, this includes clothing.

Contextual factors

Bainsford Nursery Class is a thriving part of Bainsford Primary School and is based within the community of Bainsford in the town of Falkirk. We are Care Inspectorate registered to cater for 40 children in the playroom. We offer 1140 hours to children aged 3-5 years old from 8.45am – 2.45am on a term time basis. Almost all of our children live in the Bainsford and Langlees area.

Community Demographic: People

Geographical and economic influences: Place

Our staff • Head Teacher: Susanne McCafferty • DHT: Irene Sutherland • SEYO: Lorna Anderson • EYOs: 5 Marie Taylor, Stacey O'Donnell, Sarah Baillie, Gillian Rennie, Jenna Welsh • ELCAs: 2 Hazel Britcliffe, Louise Williams • SFLA: 1 Angela Allan	Our children and families • 30 children on the register in the 3-5 room. (as at August 2024; projected full in March 2025) • 16 Girls & 14 Boys • 29 full day. 1 blending. • Taking their Advantage Year: 3 • Children with ASN: 1 • Children with EAL: 11 • Children with SALT input: 2 • Children on CP register: 0 • SIMD Bands: 1-4: 53%; 5-7: 26%; 8-10: 21%	Partners • Support from EY Central Team • YMI • SALT – Iona Smith • Health Visitors • Social Work • Educational Psychology • Bilingual Support Service • Local charity shops (donate regularly) • Morrisons Supermarket	Amenities • Woodland area (20 minute walk) • Play Park (5 min walk) • Local shops, pharmacy and café (5 min walk) • Church • Care Home – Harley Court
Attendance • Uptake of full-time 1140 hours places is projected to be >95% for the year. • Although nursery attendance is non-compulsory, staff are very much aware of the children and families who require support for non- or low attendance as a symptom of health and social needs. SEYO contacts parents/carers for welfare checkins when required. • Returners attendance (taken June 24, reflecting their pre-school year): 63% of children attend >90% of the time 24% of children attend 75-90% of the time The remaining 3 individuals have their attendance monitored. • DHT and SEYO liaise with colleagues in health and social work about children's attendance if there is involvement from their service.			Parental Engagement (in learning) • Stay and Play sessions have been attended by most parents. • Almost all families are very supportive of the nursery. • Almost all families engage well in with the lending library. • Baby Rhyme Time sessions are led by an EYO and a minority group of around 20 parents attend fortnightly with babies and toddlers. • All parents attend 6 monthly reviews/feedback meetings. • A few parents attend Parent Forum groups (offered on a monthly basis). • Using See Saw, Staff celebrate success with almost all parents. Majority of families uptake and leave comments by return.
Achievement • We continue to promote leadership at all levels through a variety of leadership opportunities for all staff. These are under review for session 2024-25. • Our nursery is the foundation of relationships with parents and families, introducing them to nursery/school life and developing their understanding of the importance of play in a child's development. Almost all parents engage positively with nursery, almost all of the time. • All staff take part in weekly collegiate sessions to improve practitioner knowledge and understanding of new national documents and revisit key self-evaluation tools.	Priorities for 22/23 Priority 1 –Literacy Priority 2 –Learning for Sustainability Priority 3 –Assessment of Learning		

Priority Area: 1 Literacy & Numeracy Raise attainment within Reading, Writing and Numeracy (Year 3)	School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information 	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	Meeting the needs of all learners Quality provision Leadership and workforce development 
What informs this priority? Data from termly tracking meetings is telling us that learning has been significantly interrupted for most children. Progress that had previously been steadily built upon has declined. This needs a whole school focus to get children back on track and beyond. Nursery, as a key part of Early Level have a role in Early Intervention of both language and literacy needs and strengths.			
What do you aim to achieve? All pre-school and most ante-preschool children will take part in 'Helicopter Stories' and 'Talk for Writing' programmes of work.	How will you achieve this priority? Implement the hand signs and display the agreed school poster. Continue to take part in the celebration of writing events. Plan Helicopter story in short term planning three in three cycles per term. Consider ways to take this learning outdoors Host primary classes to share their oral storytelling	Timescales and responsibilities 2024-2025 EYO Staff Team in collaboration with Caitlin Dewar – school Talk for Writing Lead.	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)) Termly tracking Professional dialogue Evidence of story writing on display. Child and Parental Feedback

Ongoing evaluation/actual impact:			
Priority Area: 2 Learning for Sustainability	 School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	 Meeting the needs of all learners Quality provision Leadership and workforce development
What informs this priority? We have identified LfS as an area for improvement in our establishment. Through dialogue and engagement activities we are starting to raise awareness of LfS and its relevance to our learners. We are looking inwards at current LfS practice and have taken some steps to look outwards to learn from others.			
What do you aim to achieve? Identify one focus area with measurable impact and start development activities. Identify existing areas of strength and continue to build on these.	How will you achieve this priority? A minority of stakeholders have been involved in Self-Assessment activities and awareness raising work to date: - develop a shared vision together with all stakeholders and write an initial action plan taking account of current good practice.	Timescales and responsibilities 2024-25 Lorna Anderson SEYO and Stacey McKerracher – UNCRC Lead	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)) Parent Forum Focus

Identify any unnecessary or outdated practices and stop any found in line with LfS.	- continue to have a high level of parental engagement and look for tailored opportunities to increase or diversify these. All staff engage in relevant CLPL as it becomes available through the council and other providers but have not previously been looking at it through a Sustainability lens. - begin to use the language of sustainability in huddles, on the floor, in observations and floorbook evidence, with parents... - display the Wordle Poster to support this. - link all possible common themes between UNCRC work and LfS.		Self-Evaluation against the Sustainability Tool specific to Nursery (school one done) Use of the Language of Sustainability through planning and UNCRC activities.
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Priority Area: 3 Assessing Children's Learning (Early Level)	 School leadership Teacher professionalism Parental engagement Assessment of children's progress School improvement Performance information	Leadership and Management QI: 1.1, 1.2, 1.3, 1.4, 1.5 Learning Provision QI: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7 Successes and Achievements QI: 3.1, 3.2, 3.3 	 Meeting the needs of all learners Quality provision Leadership and workforce development
What informs this priority? Care Inspectorate visit and self-evaluation identifies this as an area for improvement. Most assessment protocols are effective and manageable.			
What do you aim to achieve? All children will have a consistent, manageable and informative learner journey document recording key learning in personalised aspects of development.	How will you achieve this priority? Using a Start Stop Continue model to identify the most effective parts of current practice. Identify the suite of media we will use consistently to gather evidence and data. Considering the Who and Why of Assessment of Learning we will establish profiles which meet the needs of parents, children and the attainment tracking process.	Timescales and responsibilities 2024-25 Irene Sutherland Lead	Measures of success (What on-going information will demonstrate progress? (Qualitative, Quantitative - short / medium / long term data)) Tailored assessment cycle clearly understood and shared with stakeholders. Strategic planning of Focus Child tied to What Matters to Me. Termly Tracking Digitised Pupil Profiles for ease of use.