

Early Years – Improvement Planning Document

Establishment Name:

Gibshill Children's Centre

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Signatures:

Head of Establishment	Janine Burns	Date	22.6.17
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Quality Improvement Officer	Linda Wilkie	Date	
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Our Vision, Values and Aims

Our vision is to

- G get it right for every child
- I involve our local community in all we do
- B build on prior knowledge and experience
- S support and nurture individual children and their families
- H holistically develop children and families
- I include partner agencies when appropriate
- L learn and develop new skills independently and from each other
- L learn in a fun and creative way

3 Year Overview of Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2017-2018

Session 2018-2019

Session 2019-2020

Overview of rolling three year plan

	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	Seal Stages of language development	Seal Phonological Awareness	Seal Phonological Awareness
Closing the attainment gap between the most and least disadvantaged children	Nurture & Attachment Parental Engagement	Cluster priority	Cluster priority
Improvement in children and young people's health and wellbeing	Outdoor Play	Daily Mile – age appropriate equivalent activity	Outdoor Making healthy choices
Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)	Dragons Den ICT Creativity	Future skills development	Future skills development

These should be high level priorities

Action Plan –Session 2017-2018

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress School Improvement Parental engagement	HGIOELC? 2.2 Curriculum 2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 3.2 Securing Children's progress	RRS Article 28: (Right to education): Article 3 (Best interests of the child):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Base line children at the beginning of session. • Track the children in October, February & May • Engagement from parents / carers with regards to Home Link resource & Family Learning

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Staff to receive training on using Seal: <ul style="list-style-type: none"> • Use SEAL as a resource to plan, support & deliver our mathematics curriculum. 	Check training has been delivered by October 2017. Review E.Y.T. evaluations at the end of each term. Review planning format at the end of each block.	Members of the Attainment Team. CMO for numeracy (Janine and Irene).	Seal information & guidance on Glow Numeracy benchmarks Time to be given for staff to attend training. Staff confidence will increase at delivering

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			mathematics for the early level.
<p>1.2</p> <p>Share the learning with feeder schools at the point of transition:</p> <ul style="list-style-type: none"> Develop a format / allocate time to share the learning for individual children. Use the A4 progression framework as a tracking & recording tool. 	<p>May / June 2018 - Meet with EYECO's & P1 teachers to share tracker</p> <p>Discuss termly the observations that have been made for individual children.</p>	<p>EYECO's & primary colleagues.</p> <p>SMT & EYECO's (Janine and Irene).</p>	<p>Opportunity for professional dialogue with colleagues</p> <p>Staff will become more confident at tracking children's learning & identifying next steps</p>
<p>1.3</p> <p>Raise awareness of the stages of language development:</p> <ul style="list-style-type: none"> Staff to receive training. Programme to be identified to develop early literacy skills. 	<p>Training to be delivered & programme identified by October 2017</p>	<p>SALT therapist</p> <p>CMO for literacy, EYECO's, E.Y. teacher (Janine, Craig, Therese and Clare).</p>	<p>Time to be identified for training to take place.</p> <p>Staff will have a better knowledge & understanding of language development.</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1.4</p> <p>Continue to use Home Link resource bags:</p> <ul style="list-style-type: none"> • Re-launch this resource with parents / carers ensuring they are aware of the importance & relevance of these bags • Encourage more involvement from parent / carers – they are responsible for the resourcing, signing in & out or allocate time for parents & child to choose the Home Link resource together <ul style="list-style-type: none"> • Home Link activity sheet to be developed. 	<p>September 2017 – check bags & resources</p> <p>Leaflet given to parents before October break.</p> <p>Implement the procedure for Home / Link resource after October break.</p> <p>Activity sheet ready for first planning block – September. Future activity sheets ready for December, January, March.</p>	<p>SMT, EYECO's, E.Y. teacher</p> <p>SMT, parents / carers</p> <p>E.Y. teacher</p> <p>(Janine, Irene and Gillian).</p>	<p>Staff ownership.</p>

Evidence of Impact

- Observe the engagement of children.
- Professional dialogue opportunities with primary colleagues.
 - Progress will be observed through tracking & assessment processes.
 - Monitor the referrals being submitted to SALT.
 - Home Link resource programme will operate more effectively.
 - Parents will have a greater knowledge & understanding of this approach & the importance of the development of literacy & numeracy skills.

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver Parental engagement School Improvement Assessment of children's progress	HGIOELC? 2.5 Family learning 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions	RRS Article 3 (Best interests of the child): Article 5 (Parental guidance):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Base line children at the beginning of session. • Track the children in October, February & May • Parents / carers will have greater knowledge & understanding of child development & learning

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Staff to receive training on Nurture & Attachment: <ul style="list-style-type: none"> • Tasks will be identified after the training 	Training to be delivered by June 2018	Educational Psychologist (Craig, Angela, Michelle).	Time to be identified for training. Staff have a greater understanding of the importance of attachment & the 6 principles of nurture.
1.2 Continue to raise awareness of Five to Thrive with			Raising the confidence of the Five to Thrive

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>staff & parents / carers:</p> <ul style="list-style-type: none"> SMT to identify children & families from SIMD 1 & 2 Information session to be arranged for staff <ul style="list-style-type: none"> Information sessions / workshop to be delivered to parents / carers 	<p>Ongoing. Identifying & providing staff with the information of children from SIMD 1 & 2. Check at each new intake – August, January & March.</p> <p>Time allocated during September for Five to Thrive Champion & leaflet provided for parents / carers. Information session for parents / carers October 2017</p>	<p>SMT, EYECO's</p> <p>Barnardo's Five to Thrive Champion <i>(Mags and SMT).</i></p>	<p>Champion.</p>
<p>1.3</p> <p>Raising awareness of attainment & achievement through parental engagement:</p> <ul style="list-style-type: none"> Raising awareness event for nursery parents / carers by arranging cluster events for parents / carers to attend - Early Years Primary Secondary & showcase event 	<p>Begin preparations in September 2017.</p> <p>October 2017</p> <p>February 2018</p> <p>April 2018</p>	<p>Cluster colleagues</p> <p>EYECO's</p> <p>Parents / carers</p> <p><i>(Janine, Suzanne.)</i></p>	<p>Staff taking on responsibility for the organisation of the event.</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1.4 Moderation & transition topic with main feeder primary school:</p> <ul style="list-style-type: none"> • Early level staff to decide on a transition topic & plan for interdisciplinary learning. 	<p>SMT discuss transition topic & allocate dates at cluster meeting in September 2017.</p> <p>Allocate time before Spring break for early level staff to meet.</p>	<p>SMT, Cluster colleagues</p> <p>P1 staff & EYECO's (Janine and Craig).</p>	<p>Opportunity for staff to share the learning & enhance school transition ensuring it is positive & seamless.</p>

Evidence of Impact

- A greater amount of parents / carers will attend planned events & have a greater understanding of curriculum 3-18.
- Children & staff will be skilled & have the confidence to reflect on personal learning.
- Minutes of planning meeting with primary colleagues & activities related to transition topic.
- The gap will not be as obvious for the children from SIMD 1 & 2

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Performance information School Improvement Assessment of children's progress	HGIOELC? 2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement	RRS Article 13 (Freedom of expression): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Children will be more engaged • Problem solving, inquiry, creativity skills will be developed • Building STEM skills

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Further develop the quality of experience of outdoor play: <ul style="list-style-type: none"> • Resource our area with natural materials • Build on existing good practice • Introduce a routine that allows children more choice, developing independence skills. • Purchase / obtain materials for block play 	Identify 2 staff members by end of August 2017. Allocate time during September for staff to plan & source materials for the outdoor area. Routine to develop independence should be introduced &	Training to be delivered – partner to be identified. Parents / carers & local community Identify 2 staff to initially implement this priority (Heather and Susan).	My World Outdoors Loose Parts Play Community Playthings – I made a Unicorn Good practice design guidance Staff having ownership of the initiative.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
	implemented during October 2017.		
1.2 Forest Schools programme to be delivered in our outdoor area: <ul style="list-style-type: none"> • Use plan that has already been developed which will encourage teamwork, keeping safe, following instructions, working with tools, risk assessing. 	Re-visit Forest training during August in-service. Begin Forest programme immediately. Evaluate implementation at the end of 1 st block of learning – November 2017.	EYECO's (Heather and Susan).	Allocate time for all staff to re-visit the Forest School training they have previously undertaken. Purchase / replenish natural materials, tools.
1.3			

Evidence of Impact

- Staff will be familiar with reading material mentioned above.
- Children's creativity, problem-solving, STEM skills will be more evident.
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Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people
 (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)

NIF Driver Parental engagement Assessment of children's progress	HGIOELC? 3.3 Developing creativity and skills for life 2.5 Family learning 2.3 Learning, teaching and assessment 1.2 Leadership of learning	RRS Article 12 (Respect for the views of the child): Article 28: (Right to education):
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Expected outcomes for learners which are measurable or observable

- Children will be confident in working in a team, being responsible, decision making, dealing with money, building partnerships with local initiatives.
- Children will have a greater knowledge of planting, growing & making better choices relating to food.
- ICT skills will be developed
- Family learning – encouraging healthier choices with food, cooking together

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 To fully embed our Dragons Den project – Healthier Homes into our practice: <ul style="list-style-type: none"> • Continuing to grow / harvest our own fruit & vegetables • Preparing & cooking food. • Selling produce & recipe to parents / 	Termly – produce bags will be sold to our families. Ongoing when food is ready for harvest.	Children Parents / carers Local community (Rona, Laura).	

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
carers			
1.2 Build on our existing ICT resources: <ul style="list-style-type: none"> • Purchase / replenish resources. 	Resources purchased by March 2018. Time to be allocated during October 2017 for staff to look at Technology benchmarks.	(Craig).	Technology Benchmarks Purchase / replenish ICT resources
1.3 Staff to encourage curiosity, inquiry & creativity: <ul style="list-style-type: none"> • Provide more opportunity in every curricular area for children to develop these skills. 	Re-visit BTA by October 2017. During each block of learning the opportunities for creativity will be monitored.	(Heather and Susan).	Staff will have a greater knowledge & self confidence in providing opportunities for creativity.

Evidence of Impact

- Children will be making healthier choices regarding food
- Literacy & numeracy skills being developed in a different context
- A balance of digital & practical experiences offered

Education Scotland Advice:

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change 1.2 Leadership of	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school. Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in

		learning	working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning 2.7 Partnerships	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning; Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
Assessment of children's progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning	As above. Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment; As above.
School improvement	Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level.	2.3 Learning teaching and assessment 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement 2.2 Curriculum	As above. Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels. As above. Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned

		<p>3.3 Increasing creativity and employability</p> <p>2.4 Personalised support</p> <p>2.6 Transitions</p>	<p>dialogue with pupils; personalisation and choice in BGE option choices.</p> <p>Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.</p> <p>Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.</p> <p>Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.</p>
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