

# Early Years – Improvement Planning Document

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Establishment Name:

Gibshill Children's Centre

## CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2017-18

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

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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

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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 2018-2019

Session 2019-2020

Session 2020-2021

# Overview of rolling three year plan

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	<b>Session 2018/19</b>	<b>Session 2019/20</b>	<b>Session 2020/21</b>
Improvements in attainment, particularly in literacy and numeracy	Seal Talk for Writing Home Link Lending Resources		
Closing the attainment gap between the most and least disadvantaged children	Sensory Friendly Establishment Applying Nurture as a Whole School Approach Moderation & transition (cluster priority)		
Improvement in children and young people's health and wellbeing	Nurturing Outdoor Play  Further develop loose parts play		
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)	Working with local community group		

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*These should be high level priorities*

## Action Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Parental engagement Performance information	<b>HGIOELC?</b> 2.2 Curriculum 2.7 Partnerships 1.1 Self-evaluation for self-improvement 3.2 Securing Children's progress	<b>RRS</b> Article 28: (Right to education): Article 3 (Best interests of the child):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Targeted children will have learned in depth 6 rhymes and 6 stories</li> <li>• Numeracy level will increase</li> <li>• Children and families will borrow resources on a more regular basis</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1			

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>Use processes from Talk for Writing to develop early literacy skills:</p> <ul style="list-style-type: none"> <li>• Staff &amp; parents receive an information awareness session on importance of reading to young children</li> <li>• Staff know the processes from Talk for Writing</li> <li>• Identify 6 rhymes &amp; 6 stories that we will use in depth over the course of the year. These books will inform the topics our children will be involved in.</li> <li>• Identify 8 preschool children for tracking purposes and develop a questionnaire for their families</li> </ul>	<p>Session to be delivered by Sept. 2018</p> <p>Information provided to staff by Sept. 2018</p> <p>Books &amp; rhymes will be chosen by Sept. 2018</p> <p>Children, families identified by Sept. 2018 &amp; questionnaire developed within this time scale</p>	<p>Libraries CMO for Literacy</p> <p>HOC Possibly trainer from Talk for Writing</p> <p>All staff Libraries</p> <p>All staff Libraries CMO literacy</p>	<p>Time for awareness session</p> <p>Time for HOC to cascade information from conference or allocate time for training session</p> <p>Identify 1 member of staff to take the overall lead in this programme. This will increase confidence.</p> <p>Several copies of the stories to be purchased.</p> <p>Resources, puppets purchased to support &amp; bring stories alive</p>
<p>1.2</p> <p>Continue to use SEAL to develop numeracy skills:</p> <ul style="list-style-type: none"> <li>• Further develop the recording tool for termly observations to be recorded and passed to feeder primary schools during school transition</li> </ul>	<p>Discuss and record termly the observations that have been made for individual children.</p>	<p>EYECO's, EY Teacher &amp; primary colleagues.</p>	<p>Opportunity for professional dialogue with colleagues</p> <p>Staff will become more confident at tracking</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			children's learning & identifying next steps
<p>1.3 Encourage parents to use Home Link resource bags independently:</p> <ul style="list-style-type: none"> <li>Encourage more involvement from parent / carers – they are responsible for the resourcing, signing in &amp; out or allocate time for parents &amp; child to choose the Home Link resource together</li> </ul>	<p>Information session delivered by Sept. 2018</p>	<p>SMT, Parents / carers</p>	

### Evidence of Impact

- Training materials from conference & awareness session from libraries
- Progression for individual children using the numeracy tracker
- Engagement of families will have increased through our Home Link resources

**Priority 2** Closing the attainment gap between the most and least disadvantaged children

<b>NIF Driver</b> School Improvement Teacher professionalism School leadership	<b>HGIOELC?</b> 2.2 Curriculum 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions	<b>RRS</b> Article 3 (Best interests of the child): Article 5 (Parental guidance):
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**Expected outcomes for learners which are measurable or observable**

- Every child will have a similar early years' experience in terms of nurture
- All preschool children will engage in a transition topic for preparation for school

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 To be a Sensory Friendly establishment: <ul style="list-style-type: none"> <li>• Refer to plan that was developed after ?????? training</li> <li>• Receive input from EYOT</li> <li>• Develop resources</li> <li>• Regular professional dialogue to ensure consistency</li> </ul>	Termly  Ongoing. Meet termly to discuss progress  Discuss monthly to ensure progression & consistency	EYOT, EYECO's, SMT	Allocate time on a termly basis  Time & materials to be identified for development of resources  Allocate time on a monthly basis
1.2 Implement the principles from 'Applying Nurture as a Whole School Approach': <ul style="list-style-type: none"> <li>• All staff to be familiar with the nurturing approach</li> <li>• Staff area aware of the 6 principles, however</li> </ul>	Training delivered by Oct. 2018	Educational Psychologist, SMT, EYECO's	



Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
embedding one at a time	1 principle embedded by Aug. 2019		
<p>1.3</p> <p>Moderation &amp; transition topic with Port Glasgow primary Schools:</p> <ul style="list-style-type: none"> <li>• Early level staff to decide on a story which will be numeracy related &amp; plan for interdisciplinary learning</li> <li>• Relevant Experiences &amp; Outcomes identified for transition topic</li> </ul>	<p>EYECO's &amp; primary colleague's to meet in Sept. 2018</p> <p>By Oct. 2018</p>	<p>EYECO's &amp; primary colleagues</p> <p>EYECO's &amp; primary colleagues</p>	<p>Opportunity for staff to share the learning &amp; enhance school transition ensuring it is positive &amp; seamless.</p>

**Evidence of Impact**

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<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Parental engagement School Improvement Assessment of children's progress	<b>HGIOELC?</b> 1.4 Leadership and management of practitioners 3.1 Ensuring wellbeing, equality and inclusion	<b>RRS</b> Article 13 (Freedom of expression): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Levels of parental engagement &amp; self-confidence will have increased</li> <li>• It will strengthen child-parent relationships</li> <li>• Children will have a greater sense of wellbeing</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Further develop the Grounds For Learning 'Nurturing Outdoor Play' programme: <ul style="list-style-type: none"> <li>• Develop the use of the local greenspace identified by GFL</li> <li>•</li> </ul>	Aug-Oct. – lead member of staff to use twice weekly with all 3-5 children. Programme to begin after Oct. break.	Lead member of staff ( Michelle R )  Staff, Parents / carers	My World Outdoors  Loose Parts Play  Community Playthings – I made a Unicorn  Staff having ownership of the initiative.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1.2</p> <p>Provide the opportunity for parents / carers to be involved in an outdoor project:</p> <ul style="list-style-type: none"> <li>• Deliver an 8 week programme for parents / carers &amp; their children</li> <li>• Provide the same experiences / materials that GFL use</li> <li>•</li> <li>•</li> <li>• Use plan that has already been developed which will encourage teamwork, keeping safe, following instructions, working with tools, risk assessing.</li> </ul>	<p>Programme to begin after Oct. break &amp; will finish approx. end of Nov.</p>		
<p>1.3</p> <p>Further develop children’s creativity and problem solving skills</p> <ul style="list-style-type: none"> <li>• Organise training from GfL on the use of loose parts play &amp; how it can support &amp; develop all areas of the curriculum</li> </ul>	<p>Training to be delivered by Oct. 2018</p>	<p>GfL All staff</p>	<p>Staff will have better knowledge &amp; confidence in the use &amp; purpose of loose parts play</p> <p>Further develop our resources</p>

**Evidence of Impact**

- Opportunities for children to engage in creative & problem-solving experiences will be more evident
- Child & parents relationship & confidence will have developed
- Staff & children will have been involved in a nurturing outdoor learning programme

**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)

<b>NIF Driver</b> School Improvement Assessment of children's progress	<b>HGIOELC?</b> 3.3 Developing creativity and skills for life 2.7 Partnerships 2.3 Learning, teaching and assessment 1.2 Leadership of learning	<b>RRS</b> 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 and building partnerships with local initiatives.
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Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 To build a partnership with local community groups to develop skills for life & learning <ul style="list-style-type: none"> <li>• Introduce a programme between nursery &amp; the local community group</li> </ul>			
1.2 Happy Faces in Green Spaces Project	Identify children Sept.		

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Identify 12 secondary pupils &amp; 12 3-5 year old to engage in 10 week programme</li> </ul>	2018, Jan. 2019 & March 2019.	St Stephen’s H.S. pupils & 2 staff  All staff  GfL	
1.3 <ul style="list-style-type: none"> <li></li> </ul>			

Evidence of Impact
<ul style="list-style-type: none"> <li></li> </ul>

## 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
<b>School Leadership</b>	Quality and impact of leadership at all levels within the school	1.3 Leadership of change  1.2 Leadership of learning	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 working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
<b>Teacher professionalism</b>	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.
<b>Parental Engagement and Partnership working</b>	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	2.5 Family learning	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

	communities.	2.7 Partnerships	CLD/WCS working with pupils in/out-with school???
<b>Assessment of children's progress</b>	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.
<b>School improvement</b>	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  3.3 Increasing creativity and employability  2.4 Personalised support  2.6 Transitions	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 dialogue with pupils; personalisation and choice in BGE option choices.  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.  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.  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.
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