

# Early Years – Improvement Planning Document

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Establishment Name:

Gibshill Children's Centre

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Signatures:

Head of Establishment	Janine Burns	Date	22.6.19
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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	Re-visiting observation / methods Inverclyde Pathways for Numeracy & Literacy Re-visit SEAL strategies Cluster priority – moderating numeracy & sharing good practice	
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)	Sensory friendly establishment	
Improvement in children and young people's health and wellbeing	Nurturing Outdoor Play  Further develop loose parts play	Embed Rights of the Child	
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	Further develop creativity & thinking skills Change the planning process to reflect the information from attending 'Planning in the Moment' Embed mentoring outdoor project with pupils from SSHS	

# Action Plan –Session 2019-2020

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Performance information Teacher professionalism	<b>HGIOELC?</b> 2.2 Curriculum 2.4 Personalised support 2.3 Learning, teaching and assessment 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>• Observations of children will be individualised &amp; therefore more meaningful</li> <li>• Learning opportunities will be more child led</li> <li>• Assessment information will be more accurate</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 To enable staff to use child-centred observations to recognise achievement & create further learning opportunities <ul style="list-style-type: none"> <li>• Re-visit the core features of successful observation practice</li> <li>• Decide on the recording tool for</li> </ul>	August In-service day  August in-service day	All staff  All staff	Time to re-visit core features

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
observations <ul style="list-style-type: none"> <li>Observations to be used for assessment purposes</li> </ul>	September '19, Feb.'20 & May'20	All staff	Develop & produce format for recording observations
1.2 For staff to become confident in using the Inverclyde Pathway for Literacy <ul style="list-style-type: none"> <li>Staff will be given the opportunity to become familiar with the content of the pathways</li> <li>To fully embed the pathways for literacy which will enable staff to observe children in group situations &amp; also individually during free play.</li> <li>Establish termly keyworker meetings &amp; use the observations &amp; information gathered to track progress &amp; development</li> <li>Use established programmes to support individual children who require support/challenge i.e Creative Thinking, Highland Pathway, Raspberry Ripple Rainforest.</li> </ul>	August in-service day  Sept. Feb. & May  Sept. Feb. & May	All staff  All staff  All staff  YET & all staff	Time to be allocated for staff to become familiar with the pathways   Termly dates to be established & staff given time. Use the online journals & tracking tool to gather information   Puppets, resources, books that have previously been purchased.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<p>1.3 For staff to become confident in using the Inverclyde Pathway for Numeracy</p> <ul style="list-style-type: none"> <li>• Staff will be given the opportunity to become familiar with the content of the pathways</li> <li>• To fully embed the pathways for numeracy which will enable staff to observe children in group situations &amp; also individually during free play.</li> <li>• Establish termly keyworker meetings &amp; use the observations &amp; information gathered to track progress &amp; development</li> <li>• Use established programmes to support individual children who require support/challenge i.e. SEAL</li> <li>•</li> <li>• Re-visit SEAL strategies</li> </ul>	<p>August in-service day</p> <p>Sept. Feb. &amp; May</p> <p>Sept. Feb. &amp; May</p> <p>By Oct. 2019</p>	<p>All staff.</p> <p>All staff</p> <p>All staff</p> <p>EYT &amp; all staff</p> <p>EYT, CMO for early level &amp; all staff</p>	<p>Time to be allocated for staff to become familiar with the pathways</p> <p>Termly dates to be established &amp; staff given time. Use the online journals &amp; tracking tool to gather information</p> <p>Individual staff will have a better understanding of using SEAL strategies</p>
<ul style="list-style-type: none"> <li>• Moderating numeracy &amp; sharing good practice as a St Stephen's H.S. cluster (cluster priority)</li> </ul>	<p>Oct. 19</p>	<p>SSHS staff responsible for numeracy, identify 1 member of staff to take this forward</p>	<p>Opportunity to work with early level colleagues in our cluster.</p> <p>Opportunity for professional dialogue &amp;</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>• Re-visit the moderation process</li> <li>• Plan for the cluster moderation event, identifying relevant experience &amp; outcomes &amp; learning intentions</li> <li>• Learning experiences implemented &amp; moderation template to be completed</li> <li>• Support from SSHS with numeracy to enhance transition to P.1</li> </ul>	<p>Aug. 19</p> <p>Aug. 19, Sep. 19</p> <p>Aug. 19 – Oct. 19</p> <p>Aug. 19, Jan. 20 Apr. 20</p>	<p>All staff</p> <p>Identified member of staff to take this forward</p> <p>Meet with early level colleagues</p> <p>Identified member of staff to take this forward</p> <p>Alison (SSHS teacher for maths)</p>	<p>to focus on quality learning &amp; teaching</p> <p>Staff will have a greater understanding of the process</p>

### Evidence of Impact

- Progression for individual children using literacy & numeracy pathways
- Engagement of children in their learning
- Progression in all areas of the curriculum for all children
- Staff will have a better understanding of the moderation process & more confident at identifying quality learning & teaching



<b>Priority 2</b> 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 2 (Non-discrimination):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• All children will be treated equally &amp; included</li> <li>• Children will associate the visuals with all areas</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 To be a Sensory Friendly establishment & achieve the Bronze level: <ul style="list-style-type: none"> <li>• Refer to plan that was developed after Autism training</li> <li>• Receive input from EYOT</li> <li>• Develop resources</li> <li>• Regular professional dialogue to ensure consistency</li> <li>• Staff receive training on creating Social</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

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Stories	Feb.'20	EYOT	Staff will have more confidence in using visuals & creating social stories

**Evidence of Impact**

- There will be evidence throughout the centre that we are a sensory friendly establishment
- Children & families will have a greater awareness of visuals throughout the centre & will be aware of the visual daily timetable for all children

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Assessment of children's progress School Improvement School leadership	<b>HGIOELC?</b> 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion	<b>RRS</b> Article 3 (Best interests of the child): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Staff, Children &amp; Parents will have a greater understanding of the Rights of the Child &amp; be familiar with the language</li> <li>• Children will have a greater sense of wellbeing &amp; inclusion</li> <li>• </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 Promote a sense of wellbeing through the Rights of the Child. <ul style="list-style-type: none"> <li>• Information session for all staff from our Children's Rights Officer</li> <li>• Begin to embed Children's Rights in daily practice</li> <li>• Look towards gaining the bronze level</li> </ul>	Oct. in-service  Oct. onwards. Check termly. By August 2020	Children's Rights Officer & all staff  All staff  Children's Rights Officer & all staff	The Right To Be Me  UNCRC

**Evidence of Impact**

- Children will have a greater awareness of their rights
- Staff will have increased confidence & knowledge on Children's Rights & relating them to practice
- There will be evidence throughout the centre in relation to Children's Rights

**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> Performance information 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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<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children will be more engaged in their learning</li> <li>• Achievements will be more meaningful &amp; individual to each child</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 To further develop creativity & thinking skills - 2 members of staff to attend 'In the Moment Planning'. Staff to receive input/information from the above training Change the planning process / environment to include the above & to ensure there a more opportunities for child-led learning	Sept. 19  Oct. 19  Oct. 19	SMT EYT & All Staff	In the Moment Planning by Anna Ephgrave Interacting or Interfering by Julie Fisher Froebel in Childhood Practice material

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Happy Faces in Green Spaces Project <ul style="list-style-type: none"> <li>Identify 4 secondary pupils &amp; 4, 3-5 year old children to engage in GfL mentoring programme</li> </ul>	Identify children Sept. 2019	St Stephen's H.S. pupils & 2 staff  All staff	GfL equipment Outdoor clothing Time

**Evidence of Impact**

- Staff/SMT will observe the impact through children being responsible for their own learning, child engagement
- Staff observations & trackers will reflect the children's learning, interests & achievements

## 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	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school.

		1.2 Leadership of learning	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 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???
<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	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.



		2.2 Curriculum	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.
		3.3 Increasing creativity and employability	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.
		2.4 Personalised support	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.
		2.6 Transitions	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.