

Education – Improvement Planning Document

Establishment Name:

Gibshill Children's Centre

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Signatures:

Head of Establishment	Janine Burns	Date	26.6.16
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Quality Improvement Officer		Date	
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Our Vision, Values and Aims

<p style="text-align: center;"><u>Safe</u></p> <p>Protected from abuse, neglect and harm.</p>	<p style="text-align: center;"><u>Healthy</u></p> <p>Experiencing the highest standards of physical and mental health and supported to make healthy, safe choices.</p>	<p style="text-align: center;"><u>Active</u></p> <p>Having opportunities to take part in a wide range of activities – helping them to build a fulfilling and happy future.</p>	<p style="text-align: center;"><u>Nurtured</u></p> <p>Having a nurturing and stimulating place to live and grow and develop.</p>
<ul style="list-style-type: none"> • Promote the safety of all our stakeholders by ensuring our environment is safe and secure. • Encouraging all of our stakeholders to take ownership of their own safety and wellbeing. 	<ul style="list-style-type: none"> • Provide healthy snacks, opportunities for indoor and outdoor physical play and work alongside local groups. • Promote personal hygiene through daily routines and working in partnership with outside agencies. 	<ul style="list-style-type: none"> • Provide a wide range of activities both indoors and out to promote active play in partnership with local groups. 	<ul style="list-style-type: none"> • Promote a caring, nurturing ethos through positive relationships and interactions with all stakeholders.
<p style="text-align: center;"><u>Achieving</u></p> <p>Receiving support and guidance in their learning, boosting their skills, confidence and self-esteem.</p>	<p style="text-align: center;"><u>Responsible</u></p> <p>Taking an active role within their learning environment and communities.</p>	<p style="text-align: center;"><u>Respected</u></p> <p>To be given a voice and involved in the decisions that affect their wellbeing.</p>	<p style="text-align: center;"><u>Included</u></p> <p>Getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn.</p>
<ul style="list-style-type: none"> • Through effective interactions and resources we provide opportunities for all children to achieve. • Children who need extra support receive this through the Staged Intervention process and flexible curriculum planning. 	<ul style="list-style-type: none"> • Encourage all stakeholders to be responsible by taking ownership of their own learning and becoming involved in groups and committees to have a part to play in the decision making process. 	<ul style="list-style-type: none"> • A warm, welcoming ethos where all children are treated as individuals. • Views and feelings of all stakeholders are taken into account and listened to. • Promote an understanding of treating others the way you want to be treated. 	<ul style="list-style-type: none"> • Provide opportunities for all to grow, develop and be included in the life of the centre. • Use a variety of communication methods to ensure all stakeholders receive information on time.

Summary of Self Evaluation Process

1. How we carried out our self-evaluation and involved our stakeholders

We created a high level strategic plan for 2015- 2016. This was shared with parents/carers and staff. Action Plans were then created to ensure priorities were actioned, monitored and evaluated systematically. A Monitoring and Evaluation overview was used to sign post evidence and track the process considering planned, responsive, routine, improvement and NPF's. This was carried out on a termly basis. All staff were involved in planned and responsive self-evaluation of practice. Parents/ carers, children's and visiting professional's views were also gathered via comments sheets and an audit of the service. This information was then collated into termly reports and some information was shared on our Self Evaluation wall.

2. Overview of the main findings from our self-evaluation

SMT have adopted use of Pastoral notes and this is now embedded in our practice to record information about children and their families. Staff continue to record information in a written format and pass this onto SMT who transfer information to Pastoral notes. This has had a positive impact on our practice as information is in a central electronic base which can be accessed easily by SMT and can be printed off for meetings/ reviews. As the information is recorded on a local authority system the information can be transferred quickly to another establishment/ a school if required. Adopting this approach has also cut down on the amount of paper we use to record information.

Three staff have attended training on Wellbeing Assessment and GIRFEC Pathway and will continue to do so until the end of term. They will take time to familiarise themselves with the system and the CYPA. This will then be shared with all staff.

The timeline has been created and Heads of centres/ schools have discussed and planned events. An enrolment leaflet has been handed out to parents to inform them of enrolment process. A date has been identified for Buddy Days.

School visit days have been identified and shared with parents through notice board. School Reunions have been planned and taken place at Gibshill CC. This provided pre-schoolers and children who moved onto school last year with an opportunity to meet and discuss their experience of primary 1. Staff are in the process of completing Transition documents and Skills development sheets however opportunities to share information on children's learning and for staff to take a lead role in this process have been limited due to lack of engagement throughout the year from main feeder primary. We will continue to work hard to develop these relationships with our feeder primary school to promote smooth and effective transitions throughout the year for our children.

Staff, parents and children are fully involved in the transition process ensuring smooth transitions from room to room.

We have sourced reading materials from Education Scotland. SMT will read these and share with staff before planning next steps.

Book of the block is being identified each block and higher order thinking questions are being created and sent home for parents to use with their children. Each playroom has reflected on and created materials and guidance to enhance staff-child interactions, thinking skills and language skills. We will continue to focus on developing peer and self-assessment approaches for staff and children.

Staff are very good at reflecting on their own practice however this is not recorded.

Children need more opportunities to share their views on their peers work.

Children are involved in their own learning as they are consulted about what they want to learn about. Staff also use a variety of observation techniques to plan ahead. Staff respect children's decisions and ideas and follow through and support these.

Staff spent a lot of time creating stimulating, relevant and interactive displays to promote literacy and numeracy. Resources are also available throughout the playroom and outdoors to develop skills and knowledge in literacy and numeracy. Learning experiences such as Bookbug, Maths bags, Finger gym are available to all children. Both playroom lending libraries have been established. Staff will review home link approaches and how these can be made more meaningful and easier to manage. Smillie room Lending Library has been established and is working well. Each child has the opportunity to choose a book on a weekly basis to take home and read with their parents.

2-3 room staff have developed a curriculum which is individualised. This provides challenge and personalisation. Staff are able to see progress in children's learning development and share this with parents. Staff feel that the curriculum is individualised and provides challenge when required, using the Curriculum for excellence if needed. Staff also feel this is user and parent friendly and easier to manage in terms of time. The Learning Profile process will be reviewed.

Online learning journals have received very positive feedback. Staff, parents/carers feel that this is an excellent form of communication and way of keeping parents informed of their child's learning.

All staff are very welcoming and approachable.

The centre works hard to involve the whole community in events i.e. Craft Days, Community Fun Day.

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 Wellbeing Indicators.

Our Improvement Priorities extend from Year 1 – Year 3. Each priority has been coded accordingly:

Year 1: Session 2015-2016	(1)
Year 2: Session 2016-2017	(2)
Year 3: Session 2017-2018	(3)

In addition to our Improvement Priorities, there are also aspects of our work which are ongoing – work that is significant, but nonetheless can be classified as “Business As Usual”. Such aspects of work have been coded as:

Maintenance	(M)
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Our Year 1 Action Plan for 2016-2017 follows the overview.

Achieving

Literacy and Numeracy (inc. developing lending libraries) (1)
Literacy (Rhyme and Poetry) (2)
Developing a 2-3 curriculum which offers challenge and personalisation (1)

Nurtured

Staged Intervention process (M)

Healthy

Setting the Table Policy (M)

Active

Cluster Working – St. Stephens Young Sports Leaders (3)

Safe

GIRFEC – Introduce Pastoral Notes/ Risk Matrix. Children & Young Peoples Act (1/2)
PRPB – Develop consistent approach to promoting positive behaviour and relationships (M)

Getting it Right
for Every Child,
Citizen and
Community

Respected

Promoting children's rights (2)

Included

Transition to school timeline – Skills development (1)/ SEAL (2)
Use email system to further develop communication with parents (M)

Responsible

To embed visible learning in our practice – sharing learning intentions and success criteria (2).
Promoting peer and self-assessment in all stakeholders. (1/2)

Action Plan – Year 2: Session 2016-2017

Focus Area	GIRFEC – embed Risk Matrix/ Children’s Plan Wellbeing Assessment into our practice and become familiar with Children & Young Peoples Act (1/2)
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
SMT & our GIRFEC Champion have attended the training for the Inverclyde GIRFEC Pathways Process.	<p>We will adopt the GIRFEC Pathway levels and use the strategies to identify needs.</p> <p>All staff will be confident in assessing a child’s wellbeing using the wellbeing indicators.</p>	<p>As a staff team we will discuss our existing policies and practice and what the Universal level will look like in our establishment.</p> <p>Training will be arranged for all staff and a working group created to develop the policy.</p> <p>A new GIRFEC policy will be developed to reflect the GIRFEC Pathway, the SEEMiS process and the use of the wellbeing indicators for assessing wellbeing.</p>	<p>By June 2017 training will have been delivered to all staff and specific staff members identified to develop a policy.</p> <p>The GIRFEC working group to develop a policy by June 2018.</p>	<p>Individual Child’s Plans will be accessible for reviews.</p> <p>All staff will have a greater understanding</p>	<p>HOC & DHOC will be responsible for updating children’s records and ensuring the information is relevant.</p> <p>HOC / DHOC to arrange training.</p>	<p>Educational Psychologist, Partner Agencies.</p>

<p>Staff are aware of the changes that are required by the Children & Young People Act.</p>	<p>Staff will be confident in using the Assessment of Wellbeing alongside staged assessment process when identifying the needs of individual children.</p>	<p>We will further investigate the guidance as a staff team using the Children's & Young People's Act.</p>	<p>By June 2018 staff will use the Assessment of Wellbeing as good practice.</p>	<p>Child's Plans will reflect the changes.</p>	<p>HOC / DHOC</p>	<p>Educational Psychologist, Partner Agencies.</p>
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Action Plan – Year 2: Session 2016-2017

Focus Area	Transition to school – SEAL (Numeracy). (2)
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>We are at the initial stage of this process</p> <p>SMT and Cluster colleagues are beginning to look at and discuss the benefits of implementing this resource</p>	<p>Using this resource to plan, support & deliver our mathematics curriculum.</p> <p>Using the same language as our colleague's.</p> <p>For staff to have the opportunity to improve their understanding of the small steps and skills required to be confident in number</p>	<p>Staff to attend training sessions provided by our local authority.</p> <p>Plan an Authority Cluster event in order for colleagues to discuss the language of maths</p> <p>Give staff time & the opportunity to access the site & become familiar with it.</p>	<p>We will begin to use this resource in September 2016.</p> <p>Cluster event will be planned for October 2016.</p> <p>Share with primary at point of transition May / June 2017</p>	<p>Observations and engagement of children.</p> <p>Staff will be more familiar with the 'language of maths' and all practitioners will be using the same language.</p> <p>Staff will be more confident at delivering mathematics for the early level.</p> <p>Sharing the learning with feeder primary schools will be positive &</p>	<p>HOC / DHOC & colleague's from Authority Cluster.</p> <p>Early Years practitioners.</p>	<p>Feeder primary schools.</p>

	To strengthen our transitions and the sharing of information on children's learning.			seamless.		
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Action Plan – Year 2: Session 2016-2017

Focus Area	To embed visible learning in our practice – sharing learning intentions and success criteria. - Promoting peer and self-assessment in all stakeholders.
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
Sharing learning intentions and success criteria. We are at the initial stages of this process.	We want our children to be focussed and actively engaged in their own learning.	By using various methods to share the learning & success criteria – stickers, displays, mind maps	Strategies will be in place by January 2017 and fully embedded in our practice by August 2017.	Children will be talking about / discussing their learning. Through observation we will record that children are more focussed & actively involved in their learning	HOC & DHOC	
Promoting peer and self-assessment in all stakeholders. We are at the initial stages of this process.	For this form of assessment to be embedded in our daily practice.	Use supporting materials from sources such as LT Scotland. Moderation exercise	Strategies will be in place by January 2017 and fully embedded in our practice by June 2017.	Children will have the skills and confidence to reflect on their own learning. Staff will question our children and discuss	HOC and DHOC to deliver training and lead the implementation of this strategy.	Cluster colleagues.

		<p>with cluster nurseries and schools.</p> <p>As a staff team we will look at strategies that will be effective for our practice.</p>		<p>their learning, progress and achievements across all aspects of their learning.</p>		
<p>We are at the discussion stage of staff peer and self-assessing on a personal basis and that of their colleagues.</p>	<p>For our staff to be reflective practitioners who are committed to their own development and learning.</p>	<p>By working collaboratively and share effective practice with each other.</p>	<p>We will begin this process in August 2016 however for it to be fully embedded and to involve our parents / carers and community in the process a realistic timescale is June 2017.</p>	<p>Staff will engage in professional reflection, dialogue and discussion about learning, staff-child interaction and how to provide better and broader outcomes that fully engage all of our children.</p>	<p>HOC & DHOC</p>	

Action Plan – Year 2: Session 2016-2017

Focus Area	Literacy (Rhyme and Poetry).
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>This term we have used a Family Poetry Project as a pilot initiative. All 3-5 children have received 12 poems in total to share at home with their parents. An area within the playroom has transformed in to the Raspberry Ripple Rainforest.</p>	<p>For parents & children to enjoy poetry together & continue to develop a lifelong love of enjoying language together.</p> <p>Raise aspirations among parents & children.</p>	<p>Children will explore poetry on a regular basis through resources we already have & new poems that will be written by our Resident Poet.</p> <p>Support & training offered to parents to develop their confidence in reading with their children, writing & illustrating their own poems.</p>	<p>This will begin in August 2016 & will enhance & complement our current practice by June 2017.</p>	<p>Through listening & observing children.</p> <p>Adding new rhyming words to our Rhyming Tree.</p> <p>Talking to parents, children & staff.</p>	<p>Our Resident Poet, Julie Douglas, HOC, DHOC</p>	

Action Plan – Year 2: Session 2016-2017

Focus Area	Promoting Children’s Rights (2)
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Where are we now?	Where do we want to be?	How will we get there?	When will we get there?	How will we know?	Who will lead?	Which partners will be involved?
<p>The centre is currently promoting children’s rights through a variety of approaches including our welcoming ethos, ongoing consultations with children and family engagement. Through reflection and self evaluation we have identified that we are not evidencing this as well as we could. We have also discussed achieving our Unicef Rights Respecting Schools Award Level 1.</p>	<p>To achieve our Unicef Rights Respecting Schools Award Level 1.</p>	<p>Register on Unicef Rights Respecting Schools Award Website.</p>	<p>August 2016.</p>	<p>Confirmation from website.</p>	<p>DHOC.</p>	<p>Aileen Wilson (Children’s Rights Officer).</p>
		<p>Staff attend RRSA training</p>	<p>September 2016</p>	<p>Staff attend training and cascade knowledge to all staff.</p>	<p>DHOC</p>	<p>Aileen Wilson (Children’s Rights Officer) and early years/ primary colleagues.</p>
		<p>Achieve Recognition of Commitment by: Include Children’s Rights in Strategic Plan. Inform staff, children and parents of our commitment. Carry out baseline audit and complete action plan.</p>	<p>January 2016.</p>	<p>Recognition of Commitment will be achieved.</p>	<p>DHOC and Heather.</p>	<p>Aileen Wilson (Children’s Rights Officer).</p>

		Begin journey on achieving level 1 award.	February 2016	Dialogue with Children's Rights Officer.	DHOC and Heather.	Aileen Wilson (Children's Rights Officer).
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