

# Early Years – Improvement Planning Document

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Establishment Name:

Binnie St Children's Centre

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Signatures:

Head of Establishment	Ruth Wyllie	Date	3/12/2018
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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:**

A happy friendly Centre with aspirations and expectations that all children will develop and learn in their own way.

**We value:**

Honesty, Trust, Success, Friendship

**Our Aims:**

We will be approachable and transparent in our role as early educators and carers of children.

We will have aspirations for our children and encourage them to develop in their own individual way.

We will provide quality resources and experiences for the children who attend Binnie St Children's Centre

We will encourage staff to continue to develop their skills and be enthusiastic about learning

We will foster good links with our local community.

## 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 2017-2018

Session 2018-2019

Session 2019-2020

## Overview of rolling three year plan

	<b>Session 2017/18</b>	<b>Session 2018/19</b>	<b>Session 2019/20</b>
Improvements in attainment, particularly in literacy and numeracy	Further embed Literacy and Numeracy in all areas of the 3-5 playroom and involve parents in this through a home/nursery resource	Further embed Literacy and Numeracy in all areas of the 2-3 playroom and involve parents in this through a home/nursery resource.  To further imbed our focused literacy and numeracy interventions within the 3-5 curriculum.	Parents will participate with delivery of literacy and numeracy within the Centre
Closing the attainment gap between the most and least disadvantaged children	Review our method for tracking children's learning in the 3-5 playroom in order that it provides measurable data	To implement termly tracking meetings with SMT and keyworker.	Robust systems will be in place to track children's progress and learning termly.
Improvement in children and young people's health and wellbeing	Develop our approach to GIRFEC Pathways	To continue to further develop GIRFEC pathways for all children.	All staff will be confident in completing wellbeing assessments.

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)	Further develop our outdoor area and extend our Woodland Programme and include the 2-3 playroom	To continue to further develop our Woodland Programme. For children in the 2-3 to access free flow outdoor learning. This will include partnership working with Gourock Heritage and Arts.	Free flow outdoor learning for all children will be in place.  To offer Forest School sessions to all our pre school children.
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*These should be high level priorities*

## Action Plan –Session 2019-2020

### **Priority 1** Improvements in attainment, particularly in literacy and numeracy

Further embed Literacy and Numeracy in all areas of the 3-5 playroom and involve parents in this through a home/nursery resource

#### **NIF Driver**

School Improvement  
Assessment of children's progress  
Parental engagement

#### **HGIOELC?**

1.3 Leadership of change  
1.2 Leadership of learning  
2.5 Family learning  
2.3 Learning, teaching and assessment

#### **RRS**

Article 28: (Right to education):  
Article 3 (Best interests of the child):

### **Expected outcomes for learners which are measurable or observable**

- Parents will learn about the methods we use to deliver literacy and numeracy in the Centre
- Children will be able to discuss stories that have been read to them, draw their favourite part, identify letters
- Children will be able to play a numeracy game, sort, match and count using everyday objects

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>1.1 SMT and staff team will review our progress in the delivery of literacy and numeracy initiatives within the curriculum</li> </ul>	January 2019-June 2019	Whole staff team	Colligate Planning meetings
<ul style="list-style-type: none"> <li>1.2 We will hold a parents/ carers event to share information with parents about the methods we use to deliver literacy and numeracy in the Centre</li> </ul>	February 2019	Staff team, parents and carers	Literacy and numeracy resources Overview of Curriculum Planning-HOC Overview of Story Grammar Resources-Karen Bonar
<ul style="list-style-type: none"> <li>1.3 To continue to embed literacy and numeracy home/ nursery link resource pack and monitor the impact.</li> </ul>	January 2019/June 2019	Identified staff members	Literacy and numeracy resources e.g. books, paper, pencils, parent information sheets, talking tins, games, activity cards

Evidence of Impact
<ul style="list-style-type: none"> <li>Minutes from meetings</li> <li>Evaluation of information event</li> <li>Returned evaluation sheets from packs</li> <li>Information recorded by children on talking tins.</li> <li>Discussion with staff, parents and carers</li> </ul>

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children Use data from tracking children’s learning in the 3-5 playroom to identify children requiring support and challenge		
<b>NIF Driver</b> Assessment of children's progress School Improvement Performance information	<b>HGIOELC?</b> 1.2 Leadership of learning 1.3 Leadership of change 2.2 Curriculum 3.2 Securing Children's progress	<b>RRS</b> Article 12 (Respect for the views of the child): 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>Children who require support and challenge to make progress in their learning will be given appropriate support to meet their individual needs</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Review our assessment approaches in line with the new benchmarks and their guidance	January 2019-June 2019	Whole staff team	Time Experiences & Outcomes Benchmark statements Benchmark guidance

1.2 Create a suitable method of assessing children's learning across literacy and numeracy for Binnie ST CC	January 2019-June 2019	Whole staff team	Time Experiences & Outcomes Benchmark statements Benchmark guidance
1.3 Use data collected at the end of specified timescale to identify children requiring support and provide targeted response	January 2019-June 2019	Whole staff team	

**Evidence of Impact**

- Evidence from planning sheets
- Evidence from literacy and numeracy tracking sheets
- Minutes from meetings



<p><b>Priority 3</b> Improvement in children and young people's health and wellbeing</p> <p>Develop our approach to GIRFEC Pathways</p>		
<p><b>NIF Driver</b> Assessment of children's progress Performance information Parental engagement</p>	<p><b>HGIOELC?</b> 2.4 Personalised support 2.3 Learning, teaching and assessment 1.2 Leadership of learning 3.1 Ensuring wellbeing, equality and inclusion</p>	<p><b>RRS</b> Article 3 (Best interests of the child): Article 28: (Right to education):</p>

<p><b>Expected outcomes for learners which are measurable or observable</b></p>
<ul style="list-style-type: none"> <li>Children who require additional support due to having a barrier to their learning will have support they require to meet their needs and are able to progress in their learning at an appropriate pace</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 To develop a health and wellbeing assessment to support children’s progress.	January 2019	Jill Gilchrist SEEMiS Development & Attainment Challenge Officer DHOC	
1.2 Update staff knowledge around GIRFEC Pathways	January 2019	SMT	Update wellbeing assessment information training for staff
1.3 Use wellbeing assessment and SEEMiS to record information about children	January 2019-June 2019	SMT  Clerical Assistant	SMT will have clear roles and responsibilities around the recording of information

### Evidence of Impact

- Evidence of use of wellbeing assessment by all staff
- Data about children’s progress using wellbeing assessment will be available
- Minutes from meetings

**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)  
 Further develop our outdoor area and extend our Woodland Programme and include the 2-3 playroom

<b>NIF Driver</b> Teacher professionalism Performance information Assessment of children's progress	<b>HGIOELC?</b> 3.3 Developing creativity and skills for life 2.2 Curriculum 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion	<b>RRS</b> Article 3 (Best interests of the child): Article 31 (Leisure, play and culture):
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Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> <li>• Children will develop basic knowledge of their local community</li> <li>• Children will develop knowledge about nature</li> <li>• Children's fitness level will rise</li> <li>• Children's independence levels will rise</li> <li>• Children will also gain knowledge about different types of technology e.g. talking tins,</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 For an additional member of staff to complete level 2 or Level 3 Forest School Leader training	January 2019- January 2020	Mindstretcher	Time Funding from Linda Wilkie Funding from Children's Centre

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 In partnership with Gourock Heritage and Software Training Scotland we will develop a geocaching trail within Gourock suitable for children aged 3-5 years	January 2019 – January 2020	Fiona Bain, EYECO SMT Kay Clark, Gourock Heritage Cathel McGlashan, Software Training Scotland	Heritage box from Gourock Heritage Resources from Software Training Scotland Woodland Programme resources
1.3 To extend children’s woodland experience by introducing a Forest school session for all pre school children	January 2019– January 2020	Fiona Bain, EYECO Additional member of staff	Puddle suits Rucksacks Waterbottles Snack boxes Time to plan Talking tins Cameras

### Evidence of Impact

- Fiona will gain knowledge about Forest Schools in general and how to manage the sustainability of the park and share with whole staff team – minutes from this will be available
- Evidence from geocaching resource pack, including talking tins
- Evidence from discussion with children in the 2-3 playroom
- Evidence from staff planners from the woodland programme used with the children in the 2-3 playroom

**Education Scotland Advice:**

**Developing a manageable, measurable 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	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;

	family learning programme across communities.		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  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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