

Standards and Quality 2017 -2018

At Binne Street our vision is to create a happy friendly centre with aspirations and expectations that all children will develop and learn in their own way. We value honesty, trust, success and friendship and aim to be approachable and transparent in our role as early educators and carers of children. We have aspirations for our children and encourage them to develop in their own individual way, providing quality resources and experiences for the children who attend. We will encourage staff to continue to develop their skills and be enthusiastic about learning and we will foster good links with the local community.

The children's centre has the capacity to provide education and care for 64 fulltime equivalent 3-5 year old children, 15 fulltime equivalent 2-3 year old children and provide 16, 3-5 years old children a full time place with school lunch as part of the early phasing for 1140hours programme. This pilot has a strong emphasis on outdoor play.

Although we are not part of "Raising Attainment" we still have aspirations and expectations for all of our children and we strive to embed a culture of achievement and success for children and families.

At our recent Establishment Review it was identified that the centre's strengths were :

- The commitment of the SMT and staff to improving opportunities for children and families
- The opportunities for outdoor learning and woodland walks
- The nurturing environment, relationships and personal care of children
- Children who are articulate, confident and caring to their peers.

We offer a variety of sessions and also have a wrapround service which offers extended hours for parents who work or are in further education or training. We offer an Out Of School Care service for (16) children attending Gourrock Primary School whose parents are in employment.

The centre is open from 8am – 6pm 52 weeks per year.

Staffing consists of Head of Centre, Depute Head of Centre, Senior Early Years Education and Childcare officer and 16 Early Years Education and Childcare Officers, 4 Early Years Support Assistants and 1 part time Teacher and clerical and janitorial staff.

National priority: How we are ensuring Excellence and Equity

Early intervention tracking and bottom 20% As part of "Early Phasing 1140 hrs" SMID 1&2 have access to a fulltime place which lunch provided. We encourage attendance and have adopted an attendance policy which staff adhere to and parents are made aware of at enrolment. We continue to embed the principles of GIRFEC throughout the centre and within our daily practice and planning. SMT engage with parents to encourage and ensure good attendance for all children acknowledging the link between poor attendance and poor achievement. We are consistently researching good practice to ensure excellence and have used Froebelian principles and training from Mindstretchers to embed our outdoor philosophy particularly when accessing outdoor play and our Woodland walk. Staff delivered Literacy, Numeracy and Science workshops for parents to help parents support children's learning at home. This has helped staff develop their leadership skills both professionally and personally.

Childrens' progress:

Almost all children are making very good progress across all curricular areas and are very good attenders ,we have an attendance system in place to monitor this We acknowledge the differing cultural, socio-economic and linguistic backgrounds of our children and families. We work closely and effectively with other professionals and families to ensure success and progress for children e.g. collaborative meetings to develop GIRFEC pathways. Continue with training for staff on GIRFEC pathways. Our outdoor philosophy has had a positive impact on children's learning, confidence and life skills, with parents commenting on the improvement of their children's self- help skills and confidence. Areas for self- improvement have been identified (collection of data) and we will continue to use our self- evaluation process to improve our practice.

Review of progress for session 2016-17

Establishment priority 1: Improvements in attainment, particularly in literacy and numeracy.

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
Teacher professionalism

HGIOELC? QIs

1.3 Leadership of change
1.2 Leadership of learning
2.5 Family learning

Strategies, progress and impact:

- Staff led workshops for parents on literacy, numeracy and science to share information about the methods we use to deliver literacy, numeracy and science within the centre.

- Literacy ,science and maths bags were created as a home/nursery link resource bag
- Story grammar programme in place
- Initial Moderation training from cluster

Initial awareness training with St Ninians on SEAL numeracy programme for some staff – continue to further develop this with all staff ensuring confidence and knowledge when delivering this.

Children who need support and challenge are identified prompting through observation, planning, and tracking systems.

Almost all children made very good progress within literacy and numeracy skills. Parents found the workshops extremely useful and commented that they would value more of this type of involvement. They benefited from the hands on experiences and now understand the foundations of the curriculum e.g. literacy and numeracy and how they can support this at home.

Next Steps:

- Continue to embed strategies and ;learning experiences for all children and families within the centre
- Continue to provide parents with information Literacy and Numeracy to enable them to support this at home with children.
- Develop Sensory Maths programme within the centre.
- Continue to work with Cluster to develop Literacy, Numeracy and Moderation.

Establishment priority 2: Closing the attainment gap between the most and least disadvantaged children.

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Assessment of children's progress
School Improvement

HGIOELC? QIs

3.1 Ensuring wellbeing, equality and inclusion

2.4 Personalised support

2.7 Partnerships

Strategies, progress and impact:

- SMT will use SEEMIS attendance statistics to identify children who have poor attendance
- Install Groupcall to use as a form of communication with parents regarding children's attendance
- Deliver curricular workshops for parents and home link bags
- Strengthen existing partnerships with feeder primary schools with particular focus on early level and moderation planning.

Progress and Impact:

SMT will access further training on SEEMIS and Groupcall to ensure efficient use of attendance statistics. This will enable SMT to identify/target parents/children who have poor attendance highlighting the link between consistent attendance and achievement.

Workshops were delivered and home- link bags created. Feedback has been very positive with commenting that they would like more of this type of engagement. Parents have been supported to teach their children at home with e.g. home- link bags and ideas from workshops.

Parental engagement of this style will continue to be embedded and developed throughout the centre and other areas of curriculum.

Dates for early level cluster groups have been identified for coming year and SMT will attend these. This will enable cluster nurseries and schools to develop a generic transition process with a focus on Early Level Pathway ensuring nurseries and primary schools have same understanding/expectations children moving on to primary school.

Next Steps: Identify training/trainers on SEEMIS for relevant staff

Continue to monitor use of SEEMIS re .early intervention/attendance

SMT will continue to work alongside cluster schools developing Early Level Pathway and Moderation

Establishment priority 3: Improvement in children and young people's health and wellbeing

NIF Priority

Improvements in attainment, particularly in literacy and numeracy

NIF Driver

Parental engagement

HGIOELC? QIs

2.4 Personalised support

2.3 Learning, teaching and assessment

1.2 Leadership of learning

3.1 Ensuring wellbeing, equality and inclusion

Strategies, progress and impact: GIRFEC and Wellbeing Assessment training for SMT and staff still to be accessed.

SEEMIS training for SMT still to be accessed however new clerical appointed is knowledgeable in this system and updating relevant information has started.

Next Steps: Continue to access GIRFEC and Wellbeing Assessment training for staff

Establishment priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people

<p><u>NIF Priority</u> Improvement in employability skills and sustained positive school leaver destinations for all young people</p> <p><u>NIF Driver</u> School leadership Performance information</p>	<p><u>HGIOELC? QIs</u> 2.7 Partnerships 3.3 Developing creativity and skills for life</p>
<p>Strategies, progress and impact: We have developed positive partnerships with the community and feeder primary and secondary school. Also we have good relationships with “More Choices More Choices Team”. We provide placements for you people who are identified through the project and provide a safe nurturing environment for them to develop their confidence, self-esteem in a work based setting.</p> <p>We are involved with Gourock Heritage Group (Kay Clark) learning about the history of our community and Gourock Park (Darroch Park) through our Woodland Walk Programme.</p> <p>We took part in Creative Scotland funded programme delivered by Software Training Scotland “ I Create” teaching children to make music with IPad techonogy</p>	
<p>Next Steps: Continue to work with Kay Clark and Gourock Heritage. Taking part in Gourock Digital Heritage Space Programme.This programme aims to celebrate and share our history and culture in new and exciting ways through community and partnership collaboration.</p> <p>Continue to support young people through” More Choices More Chances” Programme.</p>	

Key priorities for improvement planning 2017-18

What is our capacity for continuous improvement?
<p>We consider ourselves to have a very good capacity for improvement.</p> <ul style="list-style-type: none"> • All staff have a shared vision and have a clear vision for the centre. • We are committed to raising attainment with all our children with a particular focus on bridging the gap with our most vulnerable children and families • We have a robust and rigorous self-evaluation procedure in place which involves all stakeholders. • We make good use of data collected from SEEMIS which we use to inform our practice and improve attainment.

NIF quality indicators

Quality Indicator	Establishment Self Evaluation	Key priorities for session 2017/18
1.3 Leadership of change	Very Good	Continue to work with Gourock Heritage re. Creativity
2.3 Learning, teaching and assessment	Very Good	Continue to develop tracking/monitoring of children's progress and develop literacy and numeracy throughout the centre. Continue to develop home/link for literacy and numeracy and staff/ parent events
3.1 Ensuring wellbeing, equity and inclusion	Very Good	Continue Develop GIRFEC Pathways and monitor children's attendance
3.2 Securing children's progress	Very Good	Continue to develop systems to collect data that improves children's outcomes

Key achievements of the establishment
<p>We took part in the Renfrewshire Music Festival winning The David Boyd Trophy for the third year in a row.</p> <p>We won the Inverclyde Garden Fest Provost Cathie Allan Memorial Trophy for best school garden.</p> <p>We supported MacMillan again this year and raising £500 by offering a coffee morning with home baking for our families and children.</p> <p>We donated £302.20 from the sale of our nativity tickets to Inverclyde Foodbank.</p> <p>We supported Save the Children Christmas Jumper Day by raising £ 138.75 by wearing our jumpers.</p> <p>We organised a Christmas Craft Day and Easter Craft Day to involve and engage our families in their child's learning.</p>

We raised £ 300 by taking part in Lots of Socks Day (World Down Syndrome Day) donating this to Inverclyde Down Syndrome Group.

We worked with Software Training Scotland (I Create programme) developing children's music and technology skills through individual creativity.

Staff member completed training with Mindstretchers and is now a qualified Forest Schools Trainer Level 2. This will enable her to train and support staff throughout the centre and the authority in the Forest Schools programme.

Parents attending Woodland Walk sessions with their children

Parental engagement events in Literacy Numeracy and Science.

Recent Establishment Review indicated overall strengths as: - The commitment of the SMT and staff to improving opportunities for children and families.

Opportunities for outdoor learning and woodland walks.

The nurturing environment, relationships and personal care of children.

Children who are articulate, confident and caring to their peers.