Lainshaw Early Childhood Centre

Establishment Improvement Plan

2022/23

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| School Improvement Plan | Lainshaw Early Childhood Centre |
| Head Teacher | Jason Johnstone |
| Date Submitted | Submitted to Head of Education on: 27th June 2022 |
| Session  (Date when each year is written) | 2022/23 |

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| School’s/Centre’s Vision and Values | Lainshaw Early Childhood Centre’s vision is to build trust in our community by enabling families to believe they can be all they can be in life. We strive to encourage, nurture, empower, value and respect our children and families, aiming to break down barriers in learning and communication. We aim to be at the heart of the community and welcoming all with equality, inclusion and respect to be part of our daily practice, whilst instilling lifelong skills for children to be proud of.  The Lainshaw Community shares the following values:  Kindness Happiness Nurture Respect Empowerment |

In line with the Standards in Scotland’s Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

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| **Consultation on improvement plan includes the following stakeholders:** | **Completed** |  | **Content of plan** | **Completed** |
| Children and Young People | Yes |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | Yes |
| Parent Council and Forum | Yes |  | Takes account of the strategy for parental involvement under section 2 (4A) | Yes |
| Teachers, practitioners and ALL school/centre staff | Yes |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |
| Volunteers/ Community partners | Yes |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff | N/A |
| Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre. | Yes |  | Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified | Yes |
|  |  |  | HGIOS 4 and HGIOELC are used as the frameworks to inform the content of SIPs | Yes |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | Yes |

Head Teacher Signature:



**Pupil and parental strategic involvement**

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| *For session 2022-23, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre* | *For session 2022-23, please describe below how parents will be involved in decisions relating to the operation of the school/centre* |
| * Through observations of children’s behaviours, words and emotions, staff will plan high quality experiences based on children’s interests and developmental stages. * Involve children in leadership groups. * We will continue to embed a rights based approach, respecting the voice of every child. * Children will be offered a choice at mealtimes. * Children will be involved in evaluating their learning where appropriate. * Children will continue to choose when they want to play indoors/outdoors. * Opportunities for choice during free play will be plentiful. * Learning journals will be introduced to capture children’s learning. As staff become more confident, involvement of the children will increase. | * Parents/carers will have access to children’s learning journals, enabling them to comment and add to their child’s profile. * Parents/carers will be invited in to the centre for stay and play sessions. * Parents/carers will be invited to participate in PEEP sessions. * Parent Council meetings – standing item on agenda will be HGIOELC, School Improvement, and evaluation. * Parents/carers consulted on issues through use of our online parent questionnaires and blog system. * Parents/carers will have opportunities to participate in self-evaluation activities being consulted on areas for development and how it will impact ECC improvement. * Parent Association meetings encourage more ECC family members to be part of this and support the ECC in fundraising. * Parent workshops delivered to share new practice and strategies, demonstrate learning and teaching across the curriculum and to enable parents to support learning at home. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | **Raise attainment in Literacy.**  **85% of children transitioning to school will have achieved identified Literacy outcomes by the end of June 2023.** | Rationale for improvement priority based on evidence:  Current ELLAT data confirms significant gaps in children’s literacy development within Lainshaw ECC. |
| **NIF Priorities**  Improvement in attainment, particularly in literacy and numeracy | **NIF Driver**  School improvement | **HGIOS/ HGIOSELCC QIs for self-evaluation**  2.2 2.3 2.5 2.7 3.2  **Quality Framework QI’s**  1.3 |

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| What actions are required to reach the desired outcome? | Who | When |
| * Improve ELLAT scores using targeted supported led by the Communication Champion. Literacy tracking will be reviewed termly, with information used to plan support/challenge for individual children. * Workshops will be provided for parents with a focus on enhancing the home learning environment. Scaling tools will be used to measure the impact of sessions. * Literacy leadership team will focus on creating a literacy rich environment, involving children. The national practice guidance will be used to evaluate the environment. * A literacy audit will be carried out to identify areas for improvement. Improvements made will be tracked to measure impact on children. * Teaching talking assessments will be used by staff when concerns are noted with children’s speech and language development. Assessment information will then be used to share information with parents/carers and other professionals. Teaching Talking assessments will be reviewed every 3 months to monitor progress and measure the impact of support provided. * Staff will work closely with the SALT to support children with speech, language and communication difficulties. * A nursery rhyme will be chosen fortnightly and shared with children and parents, to further develop children’s understanding of rhyme. This will be monitored and assessed using the literacy tracker. * Bookbug sessions will be delivered regularly for children and parents to attend. These sessions will focus on children’s language development. Attendance at sessions will be recorded and parental feedback will be gathered. * Communication Champion will engage in regular network meetings, sharing updates and learning with the team. | Depute Manager / CC / All staff  Leadership Teams  Literacy Leadership Team  Literacy Leadership Team  All staff  All staff / CC  Depute Manager / SELCP  Bookbug trained staff  CC | Aug 22 – June 23  March 23  December 22  October 22  Sept 22 – June 23  Aug 22 – June 23  Sept 22 – June 23  Sept 22 – June 23  Sep 22 – June 23 |

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| Evidence of impact against outcomes for learners.   * *ECC children will engage in activities with clear skills focus linked to Literacy frameworks of ELLAT assessment* * *ECC children’s attainment will increase to meet 80% of all pre schoolers on track for achieving literacy outcomes for all early level* * *ECC children will cover more LIT outcomes across the CFE planning throughout the academic year.* * *All staff will have a deeper understanding and embed document guidance – this will be visible in the playroom.* |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | **To provide high quality ELC through consistent pedagogical approaches.** | Rationale for improvement priority based on evidence  As clearly documented within the national practice guidance, there has never been a stronger need to ensure the early learning and childcare experience for children is of high quality and meets children’s individual development needs, Quality interactions and experiences are deemed as being at the heart of this quality. We also know from the GUS report that quality of provision impacts on future outcomes |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QIs for self-evaluation**  1.2 1.3 1.4 2.2 2.3 2.4  **Quality Framework QI’s**  4.1 |

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| What actions are required to reach the desired outcome? | Who | When |
| * The new Depute Manager will work closely with the team to audit progress within the improvement plan, as agreed by all stakeholders. * Policies will be reviewed regularly by all staff, ensuring staff have a clear understanding of their role and expectations. Staff will be involved in agreeing standards of practice. Regular monitoring will confirm if practice is consistent with ECC policies. A focus will remain on interactions and experiences provided by staff for children. * A training analysis will be used to plan training based on children’s needs, improvement plan priorities and staffs individual development needs. Training will be recorded, with learning shared and monitored to measure impact. * Mentoring support will be provided for all staff to support them to feel valued, heard and empowered. * Quality assurance processes will be a focus for improvement. A monitoring calendar will be used to plan monitoring for the year ahead, this calendar will link to the improvement plan and key frameworks. Monitoring will be regular with feedback shared with staff. Actions will be reviewed and impact on children recorded. Staff will be involved in regular self-evaluation using key frameworks to identify good practice and areas for development. * Staff Inductions will be carried out for all new staff to ensure staff feel welcomed and have a good understanding of their role and remit. Feedback will be gathered from new staff to evaluate the effectiveness of the induction process. Changes/improvements will be made as required. * Planning in the 3-5’s will be reviewed with a focus on children at risk of not attaining through high quality play based experiences. Tracking will be in place to monitor children’s progress, with appropriate interventions implemented for children who require additional support or challenge. * TAC meetings will take place regularly for all children on the ASN Log. Action plans will be shared readily with all staff and reviewed to monitor progress. * Staff will be paired and share responsibility for key groups. This will enable staff to build confidence and share skills. Pairings will be evaluated at mentor meetings and at the end of the academic year to assess effectiveness of this working model. * Daily huddles will continue ensuring information is shared readily with staff daily, enabling all staff to meet the needs of children in a responsive manner. * Leadership groups will be formed with a focus on each team progressing with 1 improvement priority. Staff will be given opportunities to lead and evaluate within these groups. Each group will create an action plan to track and monitor progress. * Learning journals will be used by all staff to document children’s development and learning. A training session and practice note will be provided to staff to ensure consistency in quality and information recorded. Journals will be monitored regularly and feedback shared with staff. | Depute Manager  Depute Manager / All staff  Depute Manager  Depute Manager / SELCP  Depute Manager / SELCP  Depute Manager/ SELCP  Depute Manager / All staff  Depute Manager  All Staff  Depute Manager / SELCP  All Staff  Depute Manager / All staff | Aug 22 – June 23  Aug 22 – June 23  October 22  Sept 22 – June 23  Sept 22 – June 23  Aug 22 – June 23  September 22  Aug 22 – June 23  Aug 22 – June 23  August 22 – June 23  October 22  September 22 |
| Evidence of Impact against outcomes for learners.   * *Staff Induction Handbooks will be used to ensure all staff have the same and relevant information relating to Lainshaw ECC guidance.* * *Playroom monitoring (Interactions, experiences, engagement).* * *Mentoring formats will be used to gather staff’s thoughts and actions required to progress with training, job role etc.* * *Leadership action plans agreed and implemented to secure positive outcomes in curricular areas.* * *Learning Journals will allow for learning to be recorded and monitored.* * *TAC meetings will allow for Child’s Plans to be implemented and shared with professionals to best support the child.* | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | **To improve the HWB of all children by embedding a nurture based approach.** | Rationale for improvement priority based on evidence  A nurturing approach has been promoted as a key approach to supporting behaviour, wellbeing and attainment. Through consistent nurturing approaches, children will be supported better, securing improved health and wellbeing outcomes. A nurturing environment will support children to settle quickly, feeling safe and secure. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  Teacher Professionalism | **HGIOS/HGIOSELCC QIs for self-evaluation**   * 1. **2.4 2.6 2.7 3.1**   **Quality Framework QI’s**  **1.1** |

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| What actions are required to reach the desired outcome? | Who | When |
| * Parents will be welcomed back inside the centre at pick up time, increasing opportunities to develop stronger relationships with staff. Staff will continue to provide a warm welcoming environment for children and parents. * Nurture training will be provided for all staff. This will build on staff understanding of nurturing approaches, attachment and early brain development. Leuven observations will be used to measure the impact of the training provided. Regular playroom monitoring will also capture effective nurturing approaches and further areas for staff development. * Following the training, ‘Applying Nurture as a Whole School Approach’ framework will be used, to support staff in identifying good practice and further areas for development. Actions will be reviewed, with impact of improvements/changes on children recorded.      * Transitions will be a focus for improvement within the centre. Children will only transition from the Ladybirds when developmentally ready, with age no longer the predetermined factor. Transitions for children moving from Lainshaw to another ECC or PS, will be well planned and additional measures implemented to secure smoother transitions for these children. Feedback will be gathered from parents/carers and receiving establishment. Transitions from Lainshaw ECC to PS will continue to be reviewed with regular opportunities for children to visit key spaces within the school and build relationships with key staff. Information will be shared effectively between services at the point of transition, with personal plans a focus for discussion. * Staff will be involved in creating a Transition policy, clearly identifying procedures to follow to ensure high quality, consistent transitions for all. Monitoring of practice will confirm if policy is effective. Policy will be reviewed as required. * Stronger links will be developed with the Community Practitioner to ensure families receive the right support at the right time. Referrals will be submitted where required and feedback gathered from parents to make required improvements. * Staff will track children’s health and wellbeing on a regular basis, with progress monitored and appropriate interventions provided. Assessments will be used to support individual children if/when required. Tracking of assessment will confirm progress for individual children. * Mealtimes will be a focus for improvement over the next academic year, with all children accessing a relaxed, sociable and unhurried mealtime experience. Mealtimes will be monitored to ensure the experience remains positive for children at all times. | All Staff  Educational Psychologist  Depute Manager  Depute Manager / SELCP  Depute Manager  All Staff  Depute Manager / All Staff  Depute Manager / SELCP  Depute Manager / All Staff  All Staff | Aug 22  October 2022  Sept 22 – June 23  Oct 22 – June 23  Aug 22 – June 23  Sept 22  Dec 22  Aug 22 – June 23  Aug 22 – June 23 |
| Evidence of Impact against outcomes for learners   * Leuven observations will be used to measure children’s emotional wellbeing prior to and after Nurture training. Staff interventions will improve as a result of training offered. * Applying Nurture as a Whole School Approach will be used to self-evaluate and support improvement. Staff will gain a clearer understanding of nurturing approaches supporting deeper reflection and improvement. * Questionnaires will be used to gather feedback on transitions, information gathered will be used to influence change and improvement. * Regular monitoring will be in place with a focus on high quality interactions. Monitoring formats will align to national frameworks and support improvement through identified actions and reviews of actions. * Health and Wellbeing tracking will capture children’s progression. Almost all children will achieve 85% of health and wellbeing outcomes at the point of transition to school | | |

*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session*

**Literacy and Numeracy Development**

To ensure that every child achieves the highest possible standards in Literacy by raising awareness, providing targeted support and appropriate challenge.

All children transitioning to school will achieve 85% of identified literacy outcomes by the end of June 23.

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**To achieve the above outcomes we will…**



* Implement a group work programme through our Communication Champion across the centre, to target support and challenge areas.
* Use our literacy and numeracy trackers to monitor children’s progress.
* Staff will work closely with the SALT to support children with speech, language and communication difficulties.
* Share a rhyme of the fortnight via our ECC app and BLOG.
* Deliver workshops to parents/carers to raise awareness of the importance of high quality literacy and numeracy experiences.
* Provide Bookbug sessions for families to attend on a regular basis.

**Health and Wellbeing**

To improve the HWB needs of all children through embedding a nurturing approach

All children transitioning to school will have achieved 85% of identified health and wellbeing outcomes by the end of June 2023.

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**To achieve the above outcomes we will…**



* Foster trusting, loving relationships with children and families.
* Issue a wellbeing survey to hear your feedback on how we are meeting your child’s needs.
* Provide Nurture training for staff through Psychological Services.
* Welcome parents back into the centre at collection time.
* Mealtimes in the ECC will be a focus, promoting healthy eating.
* Track children’s progress through our Health and Wellbeing trackers.
* Create a bank of social stories to further support children’s emotional wellbeing and mental health.



* Improve the transition process between home/2-3/3-5/school/specialist placement.
* Continue to self-evaluate to secure the best outcomes for each individual child.
* Continue to enrich the ECC environment, using appropriate audits to support us.

**Closing the Attainment Gap**

**As a staff team we will provide high quality ELC through consistent pedagogical approaches**



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**To achieve the above outcomes we will…**

* Establish leadership teams to plan and lead on improvement within the ECC in 4 key areas: Literacy, STEM, HWB and Outdoor Learning. Our leadership team will then establish mini committees.
* Staff training sessions will be delivered on Nurture.
* The impact of staff training/self-evaluation will be a focus for monitoring and tracking.
* ECC staff will engage in meaningful moderation activities.
* Staff will engage in mentoring sessions throughout the academic year.
* Staff will plan and implement high quality learning experiences for children.
* Children with additional support needs will have regular reviews with the ECC and other professionals.
* Online Learning Journals will be introduced to document children’s learning.