



School Improvement Plan	Lainshaw Early Childhood Centre
Head Teacher	Jason Johnstone
Date Submitted	Submitted to Head of Education on: 17 <sup>th</sup> August 2023
Session (Date when each year is written)	2023/24

School's/Centre's Vision and Values	<p>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.</p> <p>The Lainshaw Community shares the following values:</p> <p>Kindness Happiness Nurture Respect Empowerment</p>
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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.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	Yes
Parent Council and Forum	Yes
Teachers, practitioners, and ALL school/centre staff	Yes
Volunteers/ Community partners	Yes
Local bodies representing teachers, staff, volunteers, and any	Yes

<b>Content of plan</b>	<b>Completed</b>
Takes account of strategic priorities outlined in the education authority's Annual Plan.	Yes
Takes account of the strategy for parental involvement under section 2 (4A)	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
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	N/A
Scottish Government Tackling Bureaucracy working group recommendations have been	Yes

parent bodies further associated to the school/centre.	
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considered when planning for improvement and in the improvement, activities specified	
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 because of socio-economic disadvantage.	Yes

Head Teacher Signature:



**Pupil and parental strategic involvement**

<p><i>For session 2023-24, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2023-24, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<ul style="list-style-type: none"> <li>• Through observations of children’s behaviours, words and emotions, staff will plan high quality experiences based on children’s interests and developmental stages.</li> <li>• Involve children in leadership groups.</li> <li>• We will continue to embed a rights-based approach, respecting the voice of every child.</li> <li>• Children will be offered a choice at mealtimes.</li> <li>• Children will be involved in evaluating their learning where appropriate.</li> <li>• Children will continue to choose when they want to play indoors/outdoors.</li> <li>• Opportunities for choice during free play will be plentiful.</li> <li>• Learning journals and playroom Floor books will capture children’s learning. As staff become more confident, involvement of the children will increase.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers will have access to children’s learning journals, enabling them to comment and add to their child’s profile.</li> <li>• Parents/carers will be invited into the centre for stay and play sessions.</li> <li>• Parents/carers will be invited to participate in PEEP sessions.</li> <li>• Parent Council meetings – standing item on agenda will be HGIOELC, School Improvement, and evaluation.</li> <li>• Parents/carers consulted on issues through use of our online parent questionnaires and blog system.</li> <li>• Parents/carers will have opportunities to participate in self-evaluation activities being consulted on areas for development and how it will impact ECC improvement.</li> <li>• Parent Association meetings encourage more ECC family members to be part of this and support the ECC in fundraising.</li> <li>• 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.</li> </ul>

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>Raise attainment in Literacy.</b> <b>85% of children transitioning to school will have achieved identified Literacy outcomes by the end of June 2024.</b>	Rationale for improvement priority based on evidence: Current tracking and monitoring shows literacy is an area for development alongside communication and language support.
<b>NIF Priorities</b> Improvement in attainment, particularly in literacy and numeracy	<b>NIF Driver</b> School improvement	<b>HGIOS/ HGIOSELCC QIs for self-evaluation</b> 2.2 2.3 2.5 2.7 3.2 <b>Quality Framework QI's</b> 1.3

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Develop literacy skills using targeted support identified through planning meetings and termly trackers. Literacy tracking will be reviewed termly on learning journals, with information used to plan support/challenge for individual children and track progress.</li> </ul>	Depute Manager / CC / All staff.	Aug 23 – June 24
<ul style="list-style-type: none"> <li>Literacy leadership team will continue to focus on creating a literacy rich environment using the audit tools ECERS and ITERS Scales, involving children where possible. Improvements made will be tracked to measure impact on children.</li> </ul>	Leadership Teams	March 24
<ul style="list-style-type: none"> <li>The SALT team will support staff to develop their skills and knowledge when working with children who have an additional support need through identified training such as ‘Supporting children with ASD’ and communication difficulties. The impact of training will be tracked by Teacher Talking assessments, progress in staff’s confidence and monitoring of high-quality interactions.</li> </ul>	Literacy Leadership Team	December 23
<ul style="list-style-type: none"> <li>EAC Teacher of the Deaf will work closely with the staff team and families to develop a deeper understanding of the impact that hearing loss has in the early years of a child’s development. Together they will provide strategies that will support children in their communication and language development through training sessions and 1-1 support.</li> </ul>	All staff	October 23
<ul style="list-style-type: none"> <li>EAC Teacher of the Deaf will work closely with the staff team and families to develop a deeper understanding of the impact that hearing loss has in the early years of a child’s development. Together they will provide strategies that will support children in their communication and language development through training sessions and 1-1 support.</li> </ul>	All staff	Sept 23 – June 24
<ul style="list-style-type: none"> <li>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.</li> </ul>	All staff / CC	Aug 23 – June 24
<ul style="list-style-type: none"> <li>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.</li> </ul>	CC / Bookbug trained staff	Sept 23 – June 24
<ul style="list-style-type: none"> <li>Communication Champion and SMT will lead an improvement project to improve support and develop language and communication in identified areas and measure the impact that changes have made to the children.</li> </ul>	Depute/CC	Oct 23 – June 24

<ul style="list-style-type: none"> <li>• Communication Champion and ECC staff will begin their journey to gaining the Communication Friendly Environment Accreditation by working through the audit tool and regular self-evaluation.</li> </ul>		<p>Sep 23 – June 24</p>
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<p>Evidence of impact against outcomes for learners.</p> <ul style="list-style-type: none"> <li>• <i>ECC children will engage in activities with clear skills focus linked to Literacy frameworks of ELLAT assessment.</i></li> <li>• <i>ECC children's attainment will increase to meet 85% of all preschoolers on track for achieving literacy outcomes for all early level.</i></li> <li>• <i>ECC children will cover more LIT outcomes across the CFE planning throughout the academic year.</i></li> <li>• <i>All staff will have a deeper understanding of supporting Children with an Additional Support Need</i></li> </ul>
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*N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.*





<ul style="list-style-type: none"> <li>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.</li> <li>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. Leuven observations will be used to measure the impact of the training provided at Inservice Day.</li> <li>Recent FACE time reviews have highlighted staff would like to further their leadership skills in sharing practice with others throughout the year on an area of learning they feel confident in. Staff will provide feedback on what they found useful and how they will use the information.</li> <li>Leadership groups will continue 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.</li> <li>Staff will visit other ECC's to build on knowledge of how various pedagogies are implemented and the impact these have had. Staff will reflect on their visit and share with the team to discuss potential changes we could make to improve aspects of our provision.</li> </ul>	Depute Manager / SELCP	Sept 23 – June 24
	Depute Manager/ SELCP	Sept 23 – June 24
	Depute Manager/ All staff.	October 23 – June 24
	Depute Manager / Identified staff.	September 23 – June 24
	All Staff	Aug 23 – June 24
	All Staff	Aug 23 – June 24
<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> <li><i>Playroom monitoring (Interactions, experiences, engagement).</i></li> <li><i>Mentoring formats will be used to gather staff's thoughts and actions required to progress with training, job role etc.</i></li> <li><i>Leadership action plans agreed and implemented to secure positive outcomes in curricular areas.</i></li> <li><i>Learning Journals will allow for learning to be recorded and monitored.</i></li> <li>Leuven observations will be used to measure children's emotional wellbeing regarding experiences provided. Staff interventions will improve because of training offered.</li> <li>Questionnaires will be used to gather feedback on outdoor learning, information gathered will be used to influence change and improvement.</li> </ul>		

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

<b>Improvement Priority</b> <i>(Expressed as outcomes for learners)</i>	<b>To improve the HWB of all children by embedding a nurture-based approach.</b>	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.
<b>NIF Priorities</b> Improvement in children and young people's health and wellbeing	<b>NIF Driver</b> Teacher Professionalism	<b>HGIOS/HGIOSELCC QIs for self-evaluation</b> <b>1.1 2.4 2.6 2.7 3.1</b> <b>Quality Framework QI's</b> <b>1.1</b>

What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> <li>Additional Nurture training will be provided for all staff. This will build on staff understanding of nurturing approaches, attachment, and early brain development. Regular playroom monitoring will also capture effective nurturing approaches and further areas for staff development.</li> </ul>	Educational Psychologist Depute Manager	Sept 2023 – Dec 2023
<ul style="list-style-type: none"> <li>Staff will continue to use ‘Applying Nurture as a Whole School Approach’ framework to support staff in identifying good practice and further areas for development. Actions will be reviewed, with impact of improvements/changes on children recorded.</li> </ul>	All Staff	Aug 2023 – June 2024
<ul style="list-style-type: none"> <li>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 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 opportunities for small groups to visit P1 experiences to provide challenge to children’s learning.</li> </ul>	Depute Manager/All staff.	Oct 22 – June 24

<ul style="list-style-type: none"> <li>• SELCP will organise and work with other professional agencies to involve parents, carers, and community to “Wellbeing Wednesday” sessions that will support areas of need and support that they feel would be helpful in a safe and nurturing environment.</li> <li>• 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.</li> <li>• 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 always remains positive for children.</li> <li>• Supporting children with Additional Support Needs will be a focus for improvement to ensure that the care they receive is personalised and adapted when required and the ECC environment reflects their needs. Regular TAC meetings will ensure that care plans have specific targets and are shared with all relevant people/agencies. ASN evaluation will identify gaps and areas for improvement.</li> </ul>	<p>SELCP</p> <p>Depute Manager / All staff.</p> <p>Depute Manager / All Staff</p> <p>Depute/ All Staff</p>	<p>Dec 23</p> <p>Oct 23 – June 24</p> <p>March 23</p> <p>Sept 23 – June 23</p>
<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• <i>TAC meetings will allow for Child’s Plans to be implemented and shared with professionals to best support the child.</i></li> </ul>		

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 2024.

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**To achieve the above outcomes, we will...**

- Implement a group work programme through our planning processes and 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 and Teacher of the Deaf to support children with speech, language, and communication difficulties.
- Share a rhyme of the fortnight via our ECC app and Learning Journals.
- Provide Bookbug sessions for families to attend on a regular basis.
- Develop a Literacy rich environment through audit tools and self-evaluation.



# Health and Wellbeing

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

All children transitioning to school will have achieved 75% of identified health and wellbeing outcomes by the end of June 2024.

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**To achieve the above outcomes, we will...**

- Foster trusting, loving relationships with children and families.
- Invite parents, carers, and the community to attend our Wellbeing Wednesday sessions.
- Provide additional training that supports a Nurturing Approach for staff through Psychological Services.
- 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.
- Continue to self-evaluate to secure the best outcomes for each individual child.
- Children with additional support needs will have regular reviews with the ECC and other professionals.



## 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...

- Staff training sessions will be delivered on Pedagogical Approaches and Outdoor Learning.
- Staff, children, and families will take part in Eco-Owls groups to build new relationships and develop a community ethos.
- The impact of staff training/self-evaluation will be a focus for monitoring and tracking.
- ECC staff will visit other ECC environments to gain knowledge and implement new ideas.
- Staff will develop leadership skills through implementing training and feedback of courses.
- Staff will plan and implement high quality learning experiences for children.



