Riccarton Early Childhood Centre

Establishment Improvement Plan

2022/23

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| School Improvement Plan | Riccarton Early Childhood Centre |
| Head Teacher | Teresa Porter |
| Date Submitted | Submitted to Head of Education on: |
| Session  (Date when each year is written) | 2022/23 |

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| School’s/Centre’s Vision and Values | Our Vision  At Riccarton Early Childhood Centre we continually strive for excellence.  We seek to provide a safe, welcoming centre where all our children are nurtured, respected, included and motivated to learn. A place where children’s rights are central and every child is encouraged to reach their full potential.  Our Values  Nurturing Relationships, Respect, Happiness and Wellbeing, Child Centred and Partnership  Our Aims   * Provide a safe, happy, nurturing and stimulating environment in which every child and all involved in their development will feel welcome, respected, valued and confident. * Provide a relevant, progressive and balanced curriculum indoors and outdoors with high quality, learning experiences that supports and challenges children. * Ensure children are at the centre of their learning, consulted in decision-making and experiences take account of their individual interests and needs. * Create an environment that encourages respectful relationships. Children are supported to understand their feelings and become emotionally resilient and recognise that everyone has equal status and equal opportunities. * Establish and nurture strong partnership links with parents and the wider community to work productively together to encourage innovative and forward thinking ideas to improve the service we provide. |

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 | √ |  | Takes account of strategic priorities outlined in the education authority’s Annual Plan. | √ |
| Parent Council and Forum | √ |  | Takes account of the strategy for parental involvement under section 2 (4A) | √ |
| Teachers, practitioners and ALL school/centre staff | √ |  | An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | √ |
| Volunteers/ Community partners | √ |  | 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. | √ |  | Scottish Government Tackling Bureaucracy working group recommendations have been 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 | √ |
|  |  |  | There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. | √ |

Head Teacher Signature: *Teresa Porter*

**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*  The children will be consulted through the use of mind maps and learning journals to gain their views and ideas.  Practitioners will continue to observe and listen to children using this information to ensure planning is responsive to their individual needs and interests.  Children will be involved in clubs and committees to make decisions and be fully involved in their learning. | *For session 2022-23 , please describe below how parents will be involved in decisions relating to the operation of the school/centre*  We will continue to value parent/ carers views. We will consult our parents through a range of surveys devised on FORMS to support improvement. We have found an increased participation using an online platform. We will continue to ensure that parents are informed of the views and opinions sought and that they directly influence priorities for improvement.  Parents will have the opportunity to comment on playroom activities through on line learning journals and we will collate information to inform our planning.  We will continue to work with our parent committee to discuss and agree how we work together to improve areas identified for development and fundraise for additional resources that will improve our service.  We have an open door policy and encourage parents to share their views on a daily basis. |

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| **Improvement Priority**  *(Expressed as outcomes for learners)* | As we enter a period of renewal from the pandemic we will prioritise the physical, mental and emotional wellbeing of children, practitioners and parents. | Our main priority will be to support the emotional wellbeing of children, parents and practitioners. Ensuring a nurturing approach throughout the centre and a fully inclusive environment in order all our children and families feel valued and respected. This approach will ensure that all children develop the attributes, knowledge and skills that they need to reach their full potential. |
| **NIF Priorities**  Improvement in children and young people’s health and wellbeing | **NIF Driver**  School Leadership | **HGIOS/HGIOSELCC QI’s for self-evaluation**  QI 1.3, 1.4, 1.5, 2.4, 2.6, 3.1  1.1 2.1 2.3 2.4 2.5 2.6 2.7 3.1  **HSCS:** 1, 2, 3 & 5  Quality Framework: 1.1 1.5 5.1 5.3 |

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| What actions are required to reach the desired outcome? | Who | When |
| We will carefully plan the removal of cohorts and open up the indoor environment for all children and staff. We will continue to use best practice guidance to support us in further creating an enriched environment for children outdoors and indoors. This environment will be welcoming, cosy, relaxed and safe for children to be independent in their learning. Play spaces will be reviewed regularly and be well-resourced with increased natural and sensory play opportunities to encourage children’s confidence, curiosity and creativity. We will continue to audit our environment and evaluate interactions and experiences.  Continue to promote the wellbeing effects of outdoor play. We hope to extend the natural woodland area to improve the outdoor learning environment for children and staff. We will continue to ensure quality interactions and learning experiences responsive to children’s needs and interests, embedding Realising The Ambition: Being Me and through a programme of rigorous monitoring and reflection.  Continue to strive towards Rights Respecting Silver award. Staff will continue to focus on promoting children’s rights through daily practices ensuring that children remain at the heart of all decision-making processes and children’s Rights are embedded in the centre  We will promote children’s independence skills by creating a designated area for getting ready for outdoor play using social stories and visual prompts to promote children’s self-help skills  We will continue to support our most vulnerable children who may require a quieter, calm space by identifying a wellbeing support area and include in staff planning rota to ensure nurture support and a safe base is available daily.  Embed our annual Health & wellbeing planner which incorporate PATHS activities and resources. Continue to enhance our nurture area“ rainbow club” with resources that promote equity and plan a programme for children to access nurture area outdoors.  Continue to promote smooth transitions into the centre by planning and delivering PEEP sessions for parents and children over the Summer holidays and throughout the academic year. | All Staff  HT  All staff  All staff  Parents/ children  All staff  Parents/ children  ALL Staff  All staff  All staff  EEL/ SELCP | June 22  Aug 2022  Aug 2022- June 2023  Aug 2022- June 2023  Aug 22  Aug 22  Aug 22  June 22 |
| Evidence of Impact against outcomes for learners  Daily observations by SMT – happy, secure children, monitor staff/ child interactions  Communication with parents – Surveys via Forms, daily interactions, parent committee minutes  Emotional wellbeing tracker- using QR codes and leuven scale to monitor children’s wellbeing and engagement  Pace and challenge meetings to ensure support and challenge | | |

*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 standards in literacy and numeracy.  Ensure that every child achieves the highest possible standards in literacy and numeracy, through excellent play experiences , targeted support and appropriate challenge. | National research tells us that improving the early language and literacy skills of a child will be key to closing the attainment gap.  Playroom monitoring identifies the need for more maths and literacy experiences in all areas. Current data within the ECC identifies a few children are still working below expected level. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Assessment of children’s progress | **HGIOS/HGIOSELCC QI’s for self-evaluation**  1.4, 2.3, 2.4, |

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| What actions are required to reach the desired outcome? | Who | When |
| Create a programme of Learning outcomes focus for literacy and numeracy for each planning cycle. Incorporate learning experiences into responsive planning.  Audit current resources used to support key skills in developmental trackers.  Organise and purchase new resources to support key skills. Continue to embed responsive planning in line with Realising the Ambition: Being Me. Ensure learning walls are updated regularly and capture children’s voice.  Create designated Literacy area in Willow woods to promote early reading and writing skills.  Following on from our Communication Friendly Accreditation, we want to ensure Four stages of listening and Makaton signs are incorporated into every group time. Continue to promote Makaton signs in daily routines and share with parents through online platform.  Continue to support our most vulnerable children with targeted interventions and support. Monitoring children’s progress termly. Continue Targeted support groups for children identified requiring Literacy/ numeracy support  Devise specific trackers to support children with additional support needs.  Resume stay and play sessions for parents/carers to raise awareness of the importance of high-quality literacy and numeracy experiences and outdoor learning in supporting children’s early development. Workshops will be informative and practical and planned carefully to cover different concepts within different sessions. Surveys will be used to gather feedback and measure impact of sessions attended on awareness and changes made at home. | SMT  All staff  All staff  Literacy Champ  All staff  Literacy champion  All staff  SMT | Aug- May 2023  Aug- June 2023  Sept 2022  Aug- June 2023  Aug- June 2023  Aug- June 2023 |
| Evidence of Impact against outcomes for learners  Numeracy and Literacy trackers will be used to measure progress of all children through pace and challenge meetings  moderation exercises with staff - ELLAT  Monitoring cohort trackers and SMT gathering data to ensure all children are making very good progress in literacy and numeracy development | | |

*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 increase sustained positive destinations and employability skills  We aim to provide a wide variety of experiences that explore the world of work through visits and visitors into and out with the centre.  We will resume our parental engagement sessions at Caprington woods, junior joinery, healthy eating | As we enter a period of renewal, we aim to re-establish our community partnership experiences and parental engagement sessions. |
| **NIF Priorities**  Closing the attainment gap between the most and least disadvantaged children | **NIF Driver**  Parental engagement | **HGIOS/HGIOSELCC QI’s for self-evaluation**  2.2, 2.5, 2.7, 3.2 |

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| What actions are required to reach the desired outcome? | Who | When |
| Create an annual plan of experiences including visits to engineering companies Bridgend garage, STEM ambassador at Spirit aero systems. Visits to local care home, Vets, police officer, Firefighters  Promote parental engagement sessions in collaboration with vibrant communities and community practitioner: Healthy eating workshops, junior joinery, outdoor learning woodland visits  Promote Cooking, baking, STEM and woodwork activities into weekly routine and designated planning area.  Review to plan and lead improvement within the service in 6 key areas: HWB, Literacy, STEM, Expressive, Social Studies and Eco. Any changes or improvements made will be well tracked and documented to evidence outcomes for children. Leadership teams will then begin to involve children in mini committees. Involve parents via learning journals | SMT  All staff  All staff  parents  All staff  Children  parents | Aug 2022- June 23  Oct 2022  Aug 2022  Sept- June 2023 |
| Evidence of Impact against outcomes for learners  Monitoring cohort trackers and SMT gathering data to ensure all children are making very good progress in numeracy development  Termly pace and challenge meetings and moderation exercises with staff  Data from Parent surveys and improvements made as a result | | |

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

Summary of Improvement Plan

Establishment: Riccarton ECC

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| **Raising Attainment, particularly in Literacy and Numeracy** | **Increased in sustained positive destinations and employability skills** |
| Create a programme of Learning outcomes with a focus for literacy and numeracy for each responsive planning cycle.  Audit current resources used to support key skills in developmental trackers.  Organise and purchase new resources to support key skills. Continue to embed responsive planning in line with Realising the Ambition: Being Me. Ensure learning walls are updated regularly and capture children’s voice.  Create designated Literacy area in Willow woods to promote early reading and writing skills.  Following on from our Communication Friendly Accreditation, we want to ensure Four stages of listening and Makaton signs are incorporated into every group time. Continue to promote Makaton signs in daily routines and share with parents through online platform.  Continue to support our most vulnerable children with targeted interventions and support. Monitoring children’s progress termly. Continue Targeted support groups for children identified requiring Literacy/ numeracy support  Devise specific trackers to support children with additional support needs.  Resume stay and play sessions for parents/carers to raise awareness of the importance of high-quality literacy and numeracy experiences and outdoor learning in supporting children’s early development. Workshops will be informative and practical and planned carefully to cover different concepts within different sessions. Surveys will be used to gather feedback and measure impact of sessions attended on awareness and changes made at home. | Create an annual plan of experiences including visits to engineering companies Bridgend garage, STEM ambassador at Spirit aero systems. Visits to local care home, Vets, police officer, Firefighters, dance and music specialists  Promote parental engagement sessions in collaboration with vibrant communities and community practitioner: Healthy eating workshops, junior joinery, outdoor learning woodland visits  Promote Cooking, baking, STEM and woodwork activities into weekly routine and designated planning area.  Review to plan and lead improvement within the service in 4 key areas: Literacy, Numeracy, HWB and Outdoor Learning. Any changes or improvements made will be well tracked and documented to evidence outcomes for children. Leadership teams will then begin to involve children in mini committees. |
| **Ensuring the health and wellbeing of all young people** | **Closing the poverty related attainment gap** |
| We will carefully plan the removal of cohorts and open up the indoor environment for all children and staff. We will continue to use best practice guidance to support us in further creating an enriched environment for children outdoors and indoors. This environment will be welcoming, cosy, relaxed and safe for children to be independent in their learning. Play spaces will be reviewed regularly and be well-resourced with increased natural and sensory play opportunities to encourage children’s confidence, curiosity and creativity. We will continue to audit our environment and evaluate interactions and experiences.  Continue to promote the wellbeing effects of outdoor play. We hope to extend the natural woodland area to improve the outdoor learning environment for children and staff. We will continue to ensure quality interactions and learning experiences responsive to children’s needs and interests, embedding Realising The Ambition: Being Me and through a programme of rigorous monitoring and reflection.  Continue to strive towards Rights Respecting Silver award. Staff will continue to focus on promoting children’s rights through daily practices ensuring that children remain at the heart of all decision-making processes and children’s Rights are embedded in the centre  We will promote children’s independence skills by creating a designated area for getting ready for outdoor play using social stories and visual prompts to promote children’s self-help skills.  We will continue to support our most vulnerable children who may require a quieter, calm space by identifying a wellbeing support area and include in staff planning rota to ensure nurture support and a safe base is available daily.  Embed our annual Health & wellbeing planner which incorporate PATHS activities and resources. Continue to enhance our nurture area“ rainbow club” with resources that promote equity and plan a programme for children to access nurture area outdoors.  Continue to promote smooth transitions into the centre by planning and delivering PEEP sessions for parents and children over the Summer holidays and throughout the academic year. | Continue Targeted support groups for children identified requiring Literacy/ numeracy support  Devise specific trackers for ASN children  Continue pace and challenge meetings twice yearly to identify support and challenge  Extend home link activities to support children’s targets |