



Arthurlie Family Centre Standards & Quality Report 2023-24





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Arthurlie Values, Vision and Aims

Our Values:

Love Positivity Respect Integrity Responsibility

Our Vision :

Our children are happy, healthy, safe and included: they have fun and achieve their fullest potential.

Our parents trust us: they are involved in and informed about their child's learning.

Our staff team are enthusiastic and approachable professionals: they listen to and support parents and children.

Our Aims :

We aim to :

- ❖ Promote children's learning through play by providing a challenging and dynamic curriculum that meets the needs of the individual child.
- ❖ Provide a stimulating and motivating learning environment which supports children's independence, problem solving and decision-making as they become confident individuals, successful learners, effective contributors and responsible citizens
- ❖ Engage with agencies in the local community and work in partnership to support the needs of children and families.
- ❖ Build on the important contribution of families in supporting the development of healthy lifestyles.
- ❖ Maintain an ethos that recognises, promotes and celebrates diversity ensuring that all members of our learning community feel safe, valued, included, respected and are treated fairly.
- ❖ Enable children to learn from and care for their environment through our commitment to outdoor learning, nurturing children's curiosity and wonder about the natural world.
- ❖ Ensure that our provision is continuously improving and evolving to meet the needs of children and families as we strive to become a centre of excellence.



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Context of the School

Arthurlie Family Centre provides Early Learning and Child Care for children from 0 to 5 years.

It is registered with the Care Inspectorate for: 120 3 – 5 year olds, 35 2-3 year olds, 15 0 – 2 year olds

Our role this session was 189 3-5 year olds 57 % of those are from SIMD 1 or 2 and 20% of those came from our 2 year old playroom, 74 2 year olds and 24 under 2s. Over 65% of 2 year old places and 46% of under 2s were allocated through EYIG or LAP priority 1.

Children may attend Stretch A hours (5 x 4 hour 45 minutes sessions per week, either am or pm), Stretch B (2 x 9.5 hour days and one 4 hours 45 minutes session per week), Blended (1140 hours split between two settings), Core (9am-3pm, term time) and Full Time (8-6 5 days per week). All children, with the exception of those with a Core allocation, have 48 week placements.

The Centre is located within the Sir Harry Burns Centre in the Auchenback area of Barrhead. The Centre serves a wide community of families in the area. The Centre is within the lowest SIMD area in East Renfrewshire. The Centre is non-denominational and welcomes children and families of all faiths, beliefs and backgrounds.

Parents are welcomed at all times in our Centre – for example joining their children in play, assisting staff with play experiences or sharing their skills and knowledge. We have Stay and Play sessions and having parents in the building to support learning as well as taking part in experiences.

Through consultation parents have started to come into the playroom at drop off time. There are always opportunities to be in the building when necessary for discussions, meetings and any other instances.

In November 2017 the new Sir Harry Burns Centre opened with Arthurlie Family Centre housed within this accommodation. This Centre comprises of four bright and attractive playrooms with easily accessible outdoor areas & gardens, a state of the art sensory room, a children and family kitchen, a school kitchen, main office, multiagency office, a multi-purpose staff area and a large community hall. There are two entrances to the Centre, both are security locked and can only be opened by staff. The main office, staff area and community hall are separately accessible out with children's playrooms.

Our staff team includes an Acting Head of Centre, Acting Depute Head of Centre, Principal Teacher, Teacher, Senior Child Development Officers, Child Development Officers, Early Years Play Workers, PSA, Business Support and Facilities Management staff.

At Arthurlie we work in close partnership with a wide variety of agencies that provide a valuable service to our community, these include Social Work, Health Visitors, Speech and Language Therapy, Occupational Therapist, Physiotherapist, Educational Psychologists, Wee Minds Matter and Family First Staff.

We have excellent relationships with our associated schools in the St Luke's Cluster, our neighbourhood primaries and the Pre-School Development and Assessment Unit (PSADU) at Carlibar. We have been running a Satellite PSADU for the past 3 years and outreach for the past year, this year 16 children from

our family centre were supported by the service. The impact of this resource has been significant through upskilling room staff and positive outcomes / destinations for our children and families. We also work closely with the McCready Family Centre for children 0-3 and there are effective transitions for children moving to Arthurlie from this service. The nursery is extremely well supported by parents and we have been continually engaging with parents on a variety of platforms.

Staffing continues to be impacted by change resulting in the appointment of 3 temporary members of staff throughout this session. Two members of the team were successfully seconded to temporary positions within the local authority, two appointed in the role of Family Support Worker and one appointed to senior CDO at St Johns. We have one member of staff on maternity leave with a further 2 for next session. Staff absence due to ill health has continued to impact the centre including members of the senior leadership team with an acting head of centre is currently in post.

Further information, including staffing, can be found on the website.

<https://blogs.glowscotland.org.uk/er/Arthurlie/our-staff-team/>





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Improvement Plan Priorities 2023-24

Leadership and Management

1.2 Leadership of learning 1.4 Leadership of management and practitioners

Learning Provision

2.2 2.3 Family Partnerships / 2.5 2.6 2.7 Family Learning

Success and Achievements

2.4 Personalised Support

3.1 Ensuring wellbeing, equity and inclusion 3.2 Securing Children's Progress



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Method of Gathering Evidence

The following evidence has been used to evaluate the key work of our centre :

- Children’s e-journals (Seesaw)
- Staff peer evaluation
- Self-evaluation – views of children, parents, staff & community partners
- Assessment, moderation – local, cluster and authority
- Baseline & developmental analysis
- Features in local media
- Learners’ evaluations of their learning experiences
- Parental questionnaires, surveys, focus groups and interviews
- Minutes of meetings; nursery, cluster & Early Years Neighbourhood Group
- Improvement plan progress
- Whole school/departmental evaluation through audit
- Monitoring of learning and teaching, attainment and achievement throughout the year
- Home visit records – early identification of children and families likely to require support
- Parents evaluations of events and information sessions
- Parents evaluations and consultations re policy & practice
- Parental Attendance database
- Children’s Attendance records
- SIMD information
- Joint Support Team actions
- Transition conversations with McCready Family Centre and cluster Primary Schools
- Cluster working group plans and evaluations
- Family Friendly development evidence
- Care inspectorate report (Feb 2020)
- Information from partners such as educational psychologist, adult learning, social workers, health visitor, family first etc.
- Observation of practices example: learning visits and learning walks
- Focus group discussions and evaluation of events with learners, teaching and support staff and parents
- RRSA Family Friendly Gold staff questionnaires, pupil and parent questionnaires.
- Community Events



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How good is our leadership and approach to improvement?

(QIs- 1.2 and 1.4)		Evaluation: Very Good
<p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 	<p>School Priority</p> <p>A high quality service for babies, toddlers and young children is possible through the recruitment and development of a highly professional team, where accountability, responsibility and shared values are key features.</p>	
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism School and ELC improvement 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> A skilled and confident workforce. An increase in activities which support prevention and early intervention, improves outcomes and reduces inequalities. An improvement in the attainment of disadvantaged children and young people. A culture of self-evaluation and continuous improvement in all schools and services 	
<p>Progress, Impact and Outcomes</p> <p>Our Acting Head of Centre delivered a presentation in ‘Readiness to Learn’ to the Education Committee, this presentation gave a summary of the knowledge of the staff team and the opportunities that are provided at the Centre for children to learn. The presentation displayed the partnership opportunities that we have within the Centre for multi-agency involvement and also for the parents to be part of their child’s learning journey throughout their time with the Centre.</p> <p>Leadership opportunities are available throughout the Centre, staff are actively encouraged to progress in their roles and share their knowledge e.g.</p> <ul style="list-style-type: none"> Three temporary Senior Child Development Officers were appointed to lead each playroom. Staff participation in Growth Mindset training to encourage children and their families to reach their full potential. Lead roles in Seesaw Lead roles in Learning for Sustainability Staff qualifications in Frobelian Approaches Staff trained and leading in Muscle and Movement Lead roles in Makaton Lead roles in Rights Respecting Schools Lead roles in Sulp Groups Lead roles in Musicality <p>Staff are also working towards various qualifications, these include Masters in Pedagogy, BA Childhood Practice, Graduate Apprenticeship BA in Early Learning and Childcare, HNC in childhood practice and Play Worker qualifications.</p>		



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How good is the quality of care and learning we offer?

(QIs-2.2, 2.3)		Evaluation: Very Good
<p>NIF Priority</p> <ul style="list-style-type: none"> Improvement in children and young people’s health and wellbeing. Placing the human rights and needs of every child and young person at the centre of education 	<p>School Priority</p> <p>Leadership at all levels through a strong collegiate learning culture. Cluster work is embedded across the whole centre and informs learning experiences and outcomes. Arthurlie is a nurturing environment for all children, staff and parents</p>	
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism School and ELC improvement Curriculum and assessment 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland’s place in it. A culture of professional enquiry in all establishments Practices and experiences which ensure that the needs of children are identified and addressed 	
<p>Progress, Impact and Outcomes</p> <p>We have been successful this year in achieving our Family Centred approaches Gold accreditation. This was a result of us submitting evidence linked to outcomes and creating a centre action plan from these results. We were then assessed by a home team and an away team focussing on indicators, interviewing parents, staff, partners and community link supports. We have robust support systems in place for our families and will continue to build and enhance these. Our positive climate and culture was recognised through our visits with comments by the team;</p> <p><i>“We can feel as we move throughout the centre, positive and caring relationships between families, staff and children”.</i></p> <p>We have also achieved our Rights Respecting School Silver award, our children and staff are familiar with UNCRC Articles and these are discussed regularly within the playrooms. They are encouraged to inform their parents and peers, refer to the Playroom Charter and understand the words Equality, Equity and Justice. Through the use of our Seesaw learning journals these rights have been filtered through to our parents as well and children are encouraged to discuss their rights with their parents and families. Our learning community is diverse mix of a</p>		



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cultures, we ensure we celebrate important milestones relevant to their lives and experiences.

Learning for sustainability is also part of our cluster focus which culminated in a community event this year with a “Call to Action” for everyone to be more aware that we all have a part to play in implementing change for our future.

Feedback from our RRSA accreditation “Staff utilise the multi-cultural nature of the centres population to promote diversity and inclusion”. Children feel safe in the centre voicing “Adults look after them”. “Pupils have a voice in Arthurlie in many ways”.

The Peas Please Project ran over the allocated time initially discussed as this was a great success in allowing children and families to explore the variety of vegetable products available to them. This also encouraged interaction between families and the Centre in displaying the different ways that they would use the vegetables within their home and sharing recipes with the Centre.

Education Scotland had selected our Centre to feature in their updates on their website to demonstrate best practice. Children participated in a number of activities to display their learning and knowledge of their rights throughout the Centre.

A local authority literacy review was completed, this review incorporated a variety of areas such as;

- how the Centre engages learners
- the opportunities that are available to the children
- intervention techniques
- progression of learning
- staff skills and training

This review will help to inform the local authority’s Literacy Review Strategy.

Staff use Nurture Principles to enrich children’s development, all children’s wellbeing is developed through the nurturing practice of the staff team. Open communication ensures the best outcomes for the children and working together is essential particularly when supporting children who are struggling.

Staff have been given opportunities to lead different groups within the Centre e.g. Muscle and Movement, Musicality and Forest Schools. Utilising training given by external agencies staff have taken lead roles on identifying and developing children’s health and wellbeing needs in a way that is suitable for their stage in learning. Staff share their knowledge with their peers, encouraging consistency in their approach when working with the children.

Working collaboratively with our Excellence and Equity Lead to identify areas of development within the playroom to encourage children’s learning further. This allowed us to review the use of visual signage within different areas to encourage early literacy and numeracy but at the



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same time ensure that the areas were easily identifiable and accessible to all children regardless of their stage or additional support requirements.

How good is the quality of care and learning we offer?

(QIs-2.5, 2.6, 2.7)	Evaluation: Very Good
<p>NIF Priority</p> <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy Improvement in children and young people’s health and wellbeing 	<p>School Priority</p> <p>Families develop increased confidence to support their child’s wellbeing and learning.</p>
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> Parent/carer involvement and engagement Curriculum and assessment Performance information 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> Higher levels of parental engagement with improved communication, collaboration and consultation in their children’s learning and life of the school. A curriculum which enables all children, to be successful, confident, responsible and effective in their centre, their work, their community and internationally Improve and maintain on attendance levels, especially for our looked after children.
<p>Progress, Impact and Outcomes</p> <p>Parents have been more involved within the centre life this year. We re-introduced a test for change which saw parents coming back into the playrooms to drop their children off. This has shown to be successful by strengthening relationships between staff and families whilst creating more opportunities to be part of their child’s learning. Parents have welcomed the opportunity throughout this session to be involved in events taking place in the centre e.g.</p> <ul style="list-style-type: none"> Recycled fashion shows Pumpkin picking Tattie bash Ranger visits Community information events Stay and Play and Sports events Maths Workshops STEM Workshops Curriculum Workshops <p>Parents have also been invited to share their culture and language within the playrooms, whether this be by reading stories in their language to the children or talking with the children about</p>	



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aspects of their culture and celebrations.

Encouraging parents to participate within these workshops and in our playroom settings has allowed us as a staff team to build confidence in parents in supporting their children's learning journey. Through the workshops we share with parents a variety of ways to encourage them to continue supporting their children to learn in their home environment in a way that is accessible for all. All parental feedback with regards to the range of opportunities available to them has been of a positive nature and we welcome their thoughts on future activities and events.

Working with our partner agencies allows us to share our knowledge on a wider level. Staff are able to identify families who may require further assistance and are able to signpost them to some of our partner agencies such as Family First. This encourages parents to use the parenting programmes available to them such as Incredible Years or PoPP. We work closely with our Educational Psychologists and the Satellite team, sharing our knowledge of our children identified as having additional support needs ensures that we all work collaboratively using the same methods consistently for the benefit of the child and their families. Drop in coffee and chat sessions have been arranged for the children using the Satellite service, this encourages families to share their experiences and develop their confidence in supporting their child's wellbeing and learning.

We have the opportunity to work closely with our Speech and Language Therapists (SALT), identifying children who may have need for SALT input. SALT have worked with staff within the playrooms on a regular basis to share their skills and strategies with children identified. Opportunities for parents to attend SALT drop in sessions have been available. This has encouraged parents to discuss with SALT any concerns they may have about their child, this allows SALT to provide valuable advice and tools for them to use prior to any further referral being made.

The success of our satellite and outreach provision continues to have a positive impact on our children and families with 4 children's pathways changing to be able to attend mainstream provision full time for their P1 journey and 6 children and families supported to IMS as their destination / 3 were able to be blended placement between mainstream and CCC. 15 children from Arthurlie have been supported by the satellite provision and 3 with the outreach team.

Families that have been identified primarily in our Under 3 year playrooms have been attending weekly Wee Minds Matters sessions within the Centre, this group works alongside the staff team to support infant and family mental health at an early stage.

We had the opportunity to invite Sir Harry Burns to the Centre where he provided two sessions to our families focussing on the importance of wellbeing, nurture and attachment, these were very popular and gave families an insight into how to support their child to thrive. A further twilight session was offered to staff with a more in depth presentation on the importance of building relationships with not only the children but their families too. This encourages a mutual relationship of respect and increases the families' confidence in being part of the Family Centre's

daily life.

We have arranged three induction sessions for the children due to begin in August 24, this will allow us to begin to build on our relationships with new families and their children.

August 23 parental feedback;

“Everything was really smooth – the staff in Aiken Drum did lots of work and support in the room. I received all the information in plenty of time and had a phone call to discuss everything too. I was really happy it all went really well”.

“I received all the information about my child moving into 3 -5’s very quickly and this was really helpful. It was good to know which room he was going to and who his Key Worker was going to be. I was pleased that he wouldn’t be in the same room as his brother”.





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How good are we at ensuring the best possible outcomes for all our children / learners?

(QIs 2.4, 3.1, 3.2)		Evaluation: Very Good
<p>NIF Priority</p> <ul style="list-style-type: none"> Closing the attainment gap between the most and least disadvantaged children and young people Improvement in children and young people’s health and wellbeing Placing the human rights and needs of every child and young person at the centre of education 	<p>Priority</p> <p>To use digital technologies (including Seesaw, ERC tracking tool) to enhance learning, teaching and assessment, refresh journaling and improve reporting processes</p>	
<p>NIF Driver(s)</p> <ul style="list-style-type: none"> Curriculum and assessment Performance information Parent/carer involvement and engagement Teacher and practitioner professionalism 	<p>Local Improvement Plan – Expected Outcome / Impact</p> <ul style="list-style-type: none"> Improved literacy and numeracy attainment throughout the years of the broad general education An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school An improvement in the attainment of disadvantaged children and young people A skilled and confident workforce 	
<p>Progress, Impact and Outcomes</p> <p>Staff have participated in HANEN training delivered by SALT during our neighbourhood October In Service Day. This is also ongoing within our centre with new staff participating in this training as well. Staff are actively encouraged to increase their own knowledge through further learning/CLPL, this in turn is shared with their peers and also with parents when relevant to their child.</p> <p>Collaboratively working with our parents to evaluate and develop our new transition and door policies allows their voices to be heard whilst incorporating the rights of their child. This has ensured that parents feel part of the Centre’s ethos and that their views are welcomed.</p> <p>Through staff evaluation and feedback from parents, face to face parent consultations were introduced back into Centre twice yearly, this allowed parents to continue to build their relationship with their child’s key staff member. It encouraged open dialogue about their children’s learning journey and how best as a partnership we can support their child to progress in their learning.</p> <p>Children are well versed on their rights within their playroom, staff are using the online learning journals – Seesaw to demonstrate to parents these rights alongside their learning and</p>		

development. A group of children are part of the Rights Respecting School Committee, the children are included and involved in decisions within the Centre.

Staff use the local authority recognised tracking tool alongside their observations and Seesaw journals to keep track of their key groups learning, this allows staff to identify areas of learning that children may require further support with. This is all carried out with the children's wellbeing at the forefront and ensures that learning is appropriate for the child's stage of development.

To build further on this staff will participate in Leuven Scale room screening training on In Service days in August 2024. We will also promote the use of PANECAL as we move forward and will share our ideas and thoughts with our colleagues.





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What is our capacity for continuous improvement

Arthurlie Family Centre has a very strong capacity to grow and develop allowing us to continually improve outcomes for our children and families. We have a committed team approach and positive ethos with strong relationships at the heart of what we do. There is a responsibility of leadership across all staff and a shared commitment to professional learning and how this can impact positively on our practice.

Throughout this year we have linked with our partners in health, family first, speech and language, equity and excellence lead, educational psychologists, PSADU satellite staff and community workers looking at the ever changing landscape of early years. Through consultations we have been innovative in our approaches to working in collaboration, we all strive to continue to build our capacity on this striving for better outcomes for all of our children and families.

Many staff are undertaking further qualifications contributing to a high quality workforce. We have a strong commitment to improvement through self-evaluation. Stakeholders, including staff, families, children and community partners fully engage in the life and work of the centre putting us in a strong position to Build Back Better and Fairer.



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National Improvement Framework Quality Indicators

Quality indicator	School self-evaluation	Inspection evaluation
1.3 Leadership of management and practitioners	Very Good	
2.3 Learning, teaching and assessment	Very Good	
3.2 Securing Children's Progress	Very good	
3.1 Ensuring wellbeing, equity and inclusion	Very Good	