



Arthurlie Family Centre Improvement Plan 2024 – 2025



Everyone Attaining, Everyone Achieving through Excellent Experiences

3 Year Improvement Priorities

School Improvement Priorities 2024 - 27		
2024-2025 Building Back Better and Fairer	2025-2026	2026-2027
Leadership and Management- <ul style="list-style-type: none"> PANECAL (1.2) Children leading learning – focus groups (1.2) Self-Evaluation involving all stakeholders (1.1) 	Leadership and Management- <ul style="list-style-type: none"> Leadership at all levels – strategic planning for continuous improvement (1.3) 	Leadership and Management-
Learning Provision- <ul style="list-style-type: none"> Social Justice and Diversity embedded throughout the centre (2.4, 3.2) 	Learning Provision- <ul style="list-style-type: none"> Family Learning – quality of learning programmes (2.5) 	Learning Provision-
Successes and Achievements- <ul style="list-style-type: none"> Build on Community Work to support quality and improvement throughout the centre (3.2) 	Successes and Achievements- <ul style="list-style-type: none"> UNCRC/ Rights Respecting Schools Award-Gold (3.1) Develop skills for life and learning – Wellbeing and creativity at the centre (3.3) 	Successes and Achievements-

Empowerment and Leadership

<p>NIF Priority Placing the human rights and needs of every child and young person at the centre of education</p> <p>Improvement in achievement, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>		<p>QIs</p> <p>1.1 Self-evaluation for self-improvement Collaborative approaches to self-evaluation Evidence based improvement</p> <p>1.2 Leadership of Learning Professional Engagement and collegiate working</p>		
<p>NIF Drivers School and ELC Leadership</p> <p>Teacher and Practitioner Professionalism</p> <p>Parent / Carer Involvement and Engagement</p>		<p>LIP- Expected Impact and Outcomes</p> <p>A skilled and confident workforce</p> <p>An increase in activities which support prevention and early intervention, improves outcomes and reduces inequalities</p> <p>Higher levels of parental engagement in their children’s learning and in the life and the school</p> <p>A culture of self-evaluation and continuous improvement in all schools and services.</p>		
What do you aim to achieve	How will you achieve this priority	Timescale and responsibilities	Measure of Success	Monitoring & evaluation
<p>Staff are supported and confident to identify children’s progress and plan next steps for learning and development in using assessment data</p> <p>Staff feel empowered to engage in self-evaluation at all levels</p>	<p>CLPL for staff in effective approaches to assessment</p> <p>Embed programme of termly tracking and planning meetings</p> <p>Engage in inquiry exercises using ERC Tracking Tool, alongside Baseline and Developmental Milestones data</p> <p>Further embed programme of staff swaps and reciprocal learning visits both within and out with the setting with a particular focus on 2 years old planning and outdoor learning</p>	<p>Ongoing SLT</p> <p>Ongoing Frances/Mandi</p> <p>Ongoing Frances/Mandi Cluster Priority</p> <p>McCready/Glen /Cartmill/St Johns/Arthurlie Aug-Dec 24</p>	<p>Use of Data and evidence. Robust system in place early intervention/ social and emotional wellbeing/ differentiated support</p> <p>Reciprocal visits/targeted questioning/self-evaluation/ action plan</p>	

<p>Staff team have consistency, continuity and a coherent approach.</p>	<p>Staff will role model/mentor staff ensuring high standard of quality approach throughout the centre.</p>	<p>Daily/Termly</p>	<p>Leaderships progression and upskilled staff</p>	
<p>Improve the quality of learning provision for all learners. Children will have equity throughout their day will have predictability and high quality experiences and interactions</p>	<p>All learning will be monitored and moderated. Robust system and strategies to identify needs support early intervention, which will improve outcome and improve inequalities. Rhythm of the day</p>	<p>SLT Ongoing Room meetings</p>	<p>Observations to inform next steps in learning</p>	
<p>Teaching staff leading quality learning provision targeting literacy and numeracy.</p>	<p>Literacy and numeracy rich play experiences. Implement the refreshed literacy strategy 2024-2027 Continue to implement Numeracy and Mathematic strategy 2023-2026. All staff involved in planning and embedding in every area. Tracking monitored and moderated on individual progress ensuring support and challenge for all learners.</p>	<p>Aug 24–June 25 SLT Frances/ Mandi All practitioners</p>	<p>Planning and experiences reflect literacy and numeracy in all areas Resource appropriate to stage and offer challenge Evidence gathered and data used to inform next steps</p>	



Learning Provision

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



**Attainment Achievement and Progress
Social Justice and Wellbeing**

<p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>		<p>QIs 2.3 Learning, teaching and assessment Planning tracking and monitoring</p> <p>2.4 Personalised support Effective use of assessment Removal of barriers to learning</p>		
<p>NIF Drivers Parent / Carer Involvement and Engagement</p> <p>Teacher and Practitioner Professionalism</p> <p>Curriculum and Assessment</p> <p>Performance Information</p>		<p>LIP- Expected Impact and Outcomes Higher levels of parental engagement in their children’s learning and life in the school</p> <p>A curriculum which enables all children, to be successful, confident, responsible and effective in their centre, their work, their community and internationally</p> <p>A culture of professional enquiry in all establishments</p> <p>Learners experience support them to develop their personalities, talents, mental, spiritual and physical abilities.</p>		
What do you aim to achieve	How will you achieve this priority	Timescale and responsibilities	Measure of Success	Monitoring & evaluation
<p>Parents/carers strongly agree that they receive timely information about how their child is learning and developing and their contributions are welcomed by the family centre when making changes.</p>	<p>Learning shared with parents/carers more regularly. Increased opportunities for parents/carers to contribute to planning and learning contexts through e.g. parent events, suggestions board, <i>All About Me</i> reviews</p> <p>Parents involved in planning process – shared planning before term, gather views and ideas.</p> <p>Parent involvement in assessment process – share new summative reports, discussion of skills and learning for children.</p>	<p>Termly/Twice per year/ Ongoing</p> <p>Cluster Priority</p>	<p>Digital Learning and Teaching Strategy</p> <p>Questionnaires/working party/ reciprocal visits</p>	

Leuven Scale Wellbeing and Involvement	Staff will receive training on the in-service day in August, this will then be introduced within the playroom starting with room screening and then completed on a regular timeframe to support practitioners in their judgements and impact positively on the children's wellbeing which will be seen in their learning and attainment	All Staff / Practitioner Led Aug 24-June 25	Children are confident in their surroundings enabling them to learn and develop in a healthy way. Engagement in learning scale to run alongside showing the impact through learning journals, tracking etc.	
Children and young people are included to help raise their educational attainment and achievement to develop the skills they need.	<p>Improve equity and attainment and achievement by early intervention through targeted approaches and differentiated support.</p> <p>Improve the recognition of diverse identities in curriculum, learning teaching and assessment</p>	<p>Cluster Priority</p> <p>SLT / Lead practitioner / All Staff Ongoing</p>	<p>Professional Learning opportunities to increase knowledge and skills in social justice and diversity</p> <p>Implement all aspects of UNCRC to improve representation of all children in decision making</p>	

Pedagogy and Learning Social Justice and Wellbeing

<p>NIF Priority Closing the attainment gap between the most and least disadvantaged children and young people</p> <p>Improvement in children and young people’s health and wellbeing</p> <p>Improvement in achievement, particularly in literacy and numeracy</p> <p>Placing the human rights and needs of every child and young person at the centre of education</p>		<p>QIs</p> <p>3.1 Ensuring wellbeing, equality and inclusion Inclusion and Equality</p> <p>3.2 Securing children’s progress Progress in communication, early language, mathematics, health and wellbeing Children’s progress over time Ensuring equity for all children</p> <p>3.3 Developing creativity and skills for life and learning Developing skills for life and learning</p>		
<p>NIF Drivers</p> <p>Curriculum and Assessment</p> <p>Performance Information</p> <p>School and ELC Leadership / Improvement</p> <p>Parent / Carer Involvement and Engagement</p> <p>Teacher and Practitioner Professionalism</p>		<p>LIP- Expected Impact and Outcomes</p> <p>A rights based culture, centred on Getting it Right for Every Child</p> <p>Practices and experiences which ensures that the needs of children are identified and addressed</p> <p>An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities</p> <p>An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school</p>		
What do you aim to achieve	How will you achieve this priority	Timescale and responsibilities	Measure of Success	Monitoring & evaluation
Staff are confident and skilful in identifying and supporting thinking skills and children’s needs	Meta-skills Progression Framework Practitioners to undertake training, focus on critical thinking skills.	All practitioners Educational Psychologist Aug 24–June 25	Staff will make be confident in making decisions that are accurate and reflect the child’s learning journey and well-being	

<p>Potential barriers to learning and development are identified and addressed effectively</p>	<p>Staff complete communication checklist for children that require additional support devolving their communication skills.</p>	<p>Teaching staff and those staff who identified through Quality Conversations Ongoing</p>	<p>Monitoring systems are robust and reflect a confident practitioner's judgement.</p>
<p>Improved progress in children's early communication and language, demonstrated by PANECAL accreditation</p>	<p>Staff undertake training programme from ED Psych nurture, bucket time, physical environments and supporting children with ASN in ELC. Refresh of support group implementation to develop play skills and emotional regulation in practice.</p>	<p>SLT to schedule with Educational psychologist SLT Lead practitioner/ All practitioners Aug 24 -June 25</p>	<p>Children voice will be seen/heard throughout the centre Hanan training rolled out for staff Staff training – Environments Self-Evaluation</p>
<p>Identified children and families are fully supported to reflect on learning and development in a timely manner</p>	<p>Mentor and support by Educational Psychologist and SALT team to support staff to manage their own learning and skills development to maximise the learning environment in support speech, language and communication.</p>	<p>Working Group Ongoing</p>	<p>Displays that include items that invite comments from children Resources that are accessible and encourage child led learning experiences. A symbolised environment</p>
<p>All stakeholders understand and recognise a rights based approach within the Family Centre</p>	<p>Staff engage in professional learning to build on knowledge and skills Staff undertake Right Respecting Schools training</p>	<p>Rights Respecting Lead Practitioners, Children and Families 2025- 2026</p>	<p>Parent presence and engagement increased within the centre Dialogue between children/ practitioners and parents will be respectful to all</p>
<p>RRSA Gold</p>	<p>Theories and practice shared with children and families throughout the centre and all correspondence</p>		