**Hazeldene Family Centre**

**Improvement Plan**

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**2017/2018**

**Vision, Values and Aims**

The Vision, Values and Aims were reviewed in August 2016 through consultation with children, parents and staff. These were agreed as follows:

***Vision:***

Hazeldene Family Centre is a nurturing and inclusive family environment, where children, parents and staff learn and grow together to achieve the best outcomes.

***Values:***

* The best interests of children are promoted throughout the centre.
* Warm, responsive relationships create a positive climate for achievement.
* We value each child as an individual, but also as part of a family and community.
* We believe in the importance of learning through play and time for children to investigate, create and develop at their own pace.
* We promote openness, honesty, trust and fairness.
* We respect the views of all involved in the life of the family centre.
* Committed to inclusion, we celebrate diversity.

***Aims:***

In our establishment we aim to offer the highest quality service.

1. We aim to build close working relationships between children, parents, staff and the local community.
2. We aim to enable all involved in the life of the family centre to feel valued, respected and included.
3. We aim to nurture each child’s wellbeing and sense of belonging.
4. We aim to create a safe, healthy but challenging learning environment which encourages curiosity.
5. We aim to provide carefully balanced learning, child-initiated active play and discovery.
6. We aim to provide rich, relevant experiences which help children to develop holistically as confident, independent learners.

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| **Hazeldene Family Centre Improvement Priorities for 2017 - 2020** | | |
| **2017-18** | **2018-19** | **2019-20** |
| 1. **Leadership and Management – Professional Learning and Enhanced Practice**  * Practitioner visits to/from Primary 1. . * Professional learning about Schema * Review of collegiate calendar * BA in Childhood Practice degree. * Continue to develop leadership at all levels. | Three staff continue to work towards the BA in Childhood Practice degree. They will share their research and development work during collegiate time, to promote professional dialogue among all staff and support continuous improvement  Increasing children’s capacity to lead their own learning. |  |
| 1. **Learning Provision – Partners in Learning**  * Social Studies curriculum mapping * Financial Education. * Phonological Awareness * Family Friendly Gold Accreditation. * Develop a Kitchen Garden. * Home learning Rhyme/Bilingual packs * Children’s throwing and catching skills * School Improvement Partnership. * Develop a Curriculum Rationale | School Improvement Partnership – focus will be identified from analysis of baseline and developmental milestones data. |  |
| 1. **Successes and Achievements – Practitioner Judgments and Progression for all Learners**  * Moderation of tracking and monitoring * Increase children’s capacity to evaluate their own learning * Moderation of learning, teaching and assessment | Engage with East Renfrewshire Council’s Numeracy strategy to increase children’s attainment in numeracy and maths. |  |

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| **Hazeldene Family Centre Improvement Priorities for 2017-18** |
| 1. Leadership and Management – Professional Learning and Enhanced Practice |
| 1. Learning provision – Partners in Learning |
| 1. Successes and Achievements - Practitioner Judgements and Progression for All Learners |

National Improvement Priorities for 2017:

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children
3. Improvement in children and young people’s health and wellbeing
4. Improvement in employability skills and sustained, positive school-leaver destinations for all young people

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| **Improvement Priority 1** Leadership and Management – Professional Learning and Enhanced Practice | |
| **NIF Priority 1, 3** | **QIs 1.1 1.2 1.3** |
| **NIF Driver**  **Teacher Professionalism**  **School leadership** | **LIP – Expected Outcome/Impact**  **A skilled and confident workforce.**  **A culture of professional enquiry in all establishments.** |

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| Impact and Outcomes | Action | Personnel | Timescale | Resources | Monitoring and Evaluation |
| There is a strong ethos of improvement through sharing practice, and through peer support and challenge, leading to improved outcomes for children.  Careful planning ensures that practitioners have regular opportunities to learn with and from each other, both in and beyond the setting.  Professional learning opportunities are well planned and matched to identified needs and draw on local, national and international evidence and research. Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning activities. | * Visits to/from Primary 1 to observe and share practice across the Early Level of CfE * Professional learning for playroom staff on using Schema to extend children’s learning. * Review collegiate calendar to ensure there is an appropriate balance of time for professional learning, planning for improvements and time to discuss individual children’s progress. * Staff undertaking BA in Childhood Practice degree will share their research and development work during collegiate time, to promote professional dialogue among all staff and support continuous improvement. * Continue to participate in professional learning, including HT Induction and Froebel Network. Share relevant information with staff to develop leadership at all levels. * Participate in Local Authority Strategy Group to build staff confidence and increase children and parents’ skills in numeracy and mathematics. | Playroom/P1 staff  K Bolton  K Shepherd  K Shepherd  K Bolton  L Dunnet  A Ross  G Cooke  K Shepherd  J Dougal  E Brown  K Shepherd | Term 1  Terms 1 + 2  Jun 17  Terms 1- 4  Terms 1- 4  Terms 1- 4 | Cover provided by Senior Leadership Team for staff visits.  Education Scotland website  Understanding Schema book  Digital Leader  1.5 hrs. per term during staff meetings  Head Teacher Induction programme/  Insider learning/ CPD Manager  Time to attend Strategy Group meetings 4 hrs. per term. | Minutes of staff meetings  Children’s Learning Journey Folders |

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| **Improvement Priority 2** Learning Provision – Partners in Learning | |
| **NIF Priority 1, 2, 3, 4** | **QIs 2.7 2.2 2.5 3.2 3.3** |
| **NIF Driver**  **Parental Engagement**  **Assessment of Children’s Progress**  **Performance Information** | **LIP – Expected Outcome/Impact**  **Improved reading, writing and mathematics throughout the years of Broad General Education.**  **Higher levels of parental engagement in their children’s learning and in the life of the school**  **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** |

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| Impact and Outcomes | Action | Personnel | Timescale | Resources | Monitoring and Evaluation |
| Sharing of skills, knowledge and experience between partners improves outcomes for children. Children build their knowledge, skills and attributes and maintain an appropriate pace of progress in all curricular areas.  The curriculum is current and relevant to children. It is informed by shared values and beliefs about how young children learn.  Children benefit from rich and meaningful opportunities to be active participants in the community.  Family learning promotes equality and diversity and helps reduce barriers to learning. | * Further develop Financial Education. Introduce savings scheme with children. * Continue curriculum mapping for Social Studies with the cluster working party. * Continue to build on existing practice in Family Learning and gather evidence in order to achieve the Family Friendly Gold Accreditation. * Develop a kitchen garden. Children will plant and grow a range of fruit and vegetables. They will use iPads to record progress and share this with parents and the wider community via Twitter. * Introduce and implement home learning Rhyme packs to increase children’s attainment in literacy and numeracy. * Develop and introduce Bilingual home learning bags * Implement new Phonological Awareness programme to promote children’s literacy skills | D Riddell  J McGinney  K Bolton  M Fagan  E Brown  J Stewart  D Riddell  G Cooke  C Tennant  K Bolton  K Shepherd  K Bolton  K Ayaz  K Bolton  K Robertson  Playroom Staff | Terms 1-4  Terms 1 and 2  Terms 1-4  Terms 3-4  Terms 1 – 4  Term 1  Terms 1-4 | Financial Education pack.  ER Credit Union.  Gradient of learning  Benchmarks for curricular areas, skills planners.  Newsletters  Big books  Parent information  Parent prompts  Food for Thought grant  Education Scotland website  Literacy Strategy  Cluster Rhyme packs  £200 Support for Quality  Local Authority guidelines and CLPL, including Phonological Awareness.  Seconded CDO to work across the cluster as part of Pupil Equity Fund. | Children’s learning journey folders  Tracking database  Cluster minutes  Staff team minutes  Learning Journey folders  Big books  Tracking database  Summative reports |

Improvement Priority 2 continued – Learning Provision: Partners in Learning

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| Impact and Outcomes | Action | Personnel | Timescale | Resources | Monitoring and Evaluation |
| Universal and targeted support is fully embedded. It has a positive impact on children’s progression and development of literacy and numeracy skills.  Everyone understands what the setting is trying to achieve through the design of the curriculum they offer.  . | * Analyze tracking and baseline information to identify an area of focus. Plan intervention and implement to support children’s early literacy/numeracy skills. * Develop a Curriculum Rationale through consultation with children, parents and staff. Work with cluster colleagues to develop a shared Curriculum Rationale for Mearns Castle Cluster * Further develop children’s throwing and catching skills. | J Dougal  K Bolton  School Improvement Partnership  K Shepherd  C Tennant  G Cooke | Terms 1 -3  Term 1 -2  Terms 1-2 | Tracking database  Baseline and developmental milestones data  Education Scotland website  2 x 1 hour staff meetings  2 x Cluster Leadership meetings  Active Schools physical play resources | Children’s learning journey folders  Tracking database  Minutes of meetings  Minutes of meetings  Staff questionnaires |

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| **Priority 3** Successes and Achievements – Practitioner Judgements and Progression for All Learners | |
| **NIF Priority: 1, 2, 3** | **QIs 2.3, 2.6, 3.2** |
| **NIF Driver:**  **Assessment of Children’s Progress**  **Performance Information**  **Teacher Professionalism** | **LIP – Expected Outcome/Impact**  **An ethos of high expectations and achievement in every school and service**  **Practices and experiences which ensure that the needs of children are identified and addressed**  **An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school** |

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| Impact and Outcomes | Action | Personnel | Timescale | Resources | Monitoring and Evaluation |
| There is effective use of assessments and a shared understanding of standards to make confident professional judgements about how well children are learning and progressing in literacy, numeracy health and wellbeing.  Practitioner judgements are robust and reliable across the cluster.  Information about children and young people’s learning and achievements is used effectively to ensure equity and children, including targeted groups, are applying and increasing their achievements through active participation in the centre, across the cluster and in the community.  Practitioners make sound judgements about children’s progress and respond quickly to ensure learning opportunities meet the needs of individuals. | * Moderation of the tracking and monitoring system, to ensure consistency of practitioner judgements and progression for all learners * Increase children’s capacity to review their own learning, to acknowledge their successes and to participate in decisions about their next steps in learning. * Continue to increase the proportion of children achieving developmental milestones, including those from an ethnic minority background. * Moderation of learning, teaching and assessment - within the centre, cluster and Local Authority - to ensure consistency in practitioner judgements of children’s progress across all curricular areas. * Engage with professional learning to implement East Renfrewshire Council’s new tracking system. | K Shepherd  Playroom  Staff  K Bolton  Playroom Staff  K Bolton  Playroom Staff  K Bolton  Playroom Staff  K Shepherd  K Bolton  Playroom Staff | Terms  1-4  Term 1  Term 4  Terms  1, 2, 3  When available | Tracking sheets for Literacy, Numeracy, Health and Wellbeing  Skills planners/ curriculum maps/ benchmarks for all areas of the curriculum  Teacher judgements  Gradient of learning  End of year summative reports  Moderation Facilitators in each establishment.  4 x 1hr. staff meetings to moderate. Time to visit other cluster establishments to moderate the agreed focus for learning. | Children’s Learning Journey folders  Tracking database  Feedback from moderation activities.  End of year summative reports |