**Hazeldene Family Centre**

**Improvement Plan**

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**2018/2019**

**Hazeldene Family Centre Vision, Values and Aims**

The Vision, Values and Aims were identified in August 2016 through consultation with children, parents and staff. These were reviewed in May 2018 and 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 2018 - 2021** | | |
| **2018-19** | **2019-20** | **2020-21** |
| 1. **Leadership and Management – Professional Learning and Enhanced Practice**  * Practitioner visits to/from Primary 1. * Professional learning to increase children’s attainment in Numeracy and maths * Staff undertaking additional qualifications (BA in Childhood Practice / Early Years Pedagogue Masters programme) share key learning with all staff to support continuous improvement * Professional learning to improve children’s attainment in Sciences and Technologies. | Three staff continue to work towards the BA in Childhood Practice degree and one will continue on the Early Years Masters programme. They will share their research and development work during collegiate time, to promote professional dialogue among all staff and support continuous improvement |  |
| 1. **Learning Provision – Partners in Learning**  * Financial Education. * Family Friendly Gold Accreditation. * Develop a Kitchen Garden/Eco Schools. * Bilingual home learning packs * School Improvement Partnership. * Develop Cluster Curriculum Rationale | School Improvement Partnership – focus will be identified from observation of children and analysis of baseline and developmental milestones data.  Intergenerational project work with Mearnskirk Hospital, parents and local schools.  Preparation for expansion of Early Learning and Childcare. Review of the pace of the extended day and children’s experiences. | Implement programme to give children quality experiences throughout their increased entitlement of 1140 hours. |
| 1. **Successes and Achievements – Practitioner Judgements and Progression for all Learners**  * Moderation of tracking progress * Increase children’s capacity to evaluate their own learning * Moderation of learning, teaching and assessment | Engage with professional learning to implement East Renfrewshire Council’s Early Years Tracking Tool. |  |

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| **Improvement Priority 1: Leadership and Management – Professional Learning and Enhanced Practice** | |
| **NIF Priority** | **QIs 1.2 ; 1.4; 2.6** |
| **NIF Driver**  **School improvement; School leadership; Teacher Professionalism** | **LIP – Expected Outcome/Impact**   * A skilled and confident workforce * A culture of professional enquiry leading to improved outcomes for all children. * An ethos of high expectations and achievement |

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| Impact and Outcomes | Action | Personnel | Timescale | Resources | Monitoring and Evaluation |
| Through regular and effective collaboration, our cluster has a shared understanding of the cluster strengths and improvement needs, leading to improved outcomes for all pupils in cluster establishments.  All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families. Children’s attainment in Sciences, Technologies Numeracy and Maths is increased.  Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning. Leadership at all levels is developed and | * Visits to/from Primary 1 to observe and share practice across the Early Level of Curriculum for Excellence. * Three staff will continue the BA in Childhood Practice degree and one will continue the Early Years Pedagogue Masters degree. They will share their research and development work during collegiate time, to promote professional dialogue among all staff and support continuous improvement. * Participate in professional learning to lead professional learning for all staff and increase children’s attainment in Numeracy. * Participate in professional learning with cluster colleagues and SSERC Share learning with playroom staff to increase children’s attainment in Sciences and Technologies. * Lead Cluster Working Group to develop a Lesson Study to increase children’s attainment in Numeracy across the Early Level. One practitioner will engage with the working group to plan and implement the Lesson Study. Share results of practitioner enquiry with team colleagues. | Playroom staff  P1 teachers  C. Tennant  A. Ross  G. Cooke  L. Dunnet  K. Bolton  Playroom Staff  K. Bolton  Playroom Staff  Senior Leadership  K. Shepherd  M. Fagan | Term 1  Terms 1-4  Term 1-4  June 18  Terms 1-4  Terms 1-3 | Cover provided by Senior Leadership Team for staff visits.  Cover provided by Senior Leadership Team for staff to attend university day release.  ERC Numeracy Strategy  and CLPL  SSERC residential course and training materials.  2 days’ cover from Cluster budget.  2hrs. Collegiate Time  3.5 days cover for staff member to plan, implement and evaluate the Lesson Study  1/2 hour Collegiate Time | Minutes of staff meetings  Ongoing self-evaluation during staff meetings  Parental questionnaires  Children’s Learning Journey Folders  Practitioner enquiry notes and Lesson Study feedback |

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| **Audit and Evaluation:** | |
| **Suggested Next Steps:** | |

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| **Priority 2: Learning Provision – Partners in Learning** | |
| **NIF Priority 1** | **QIs 2.5; 2.7; 3.2** |
| **NIF Driver**  **School Improvement**  **Parental Engagement** | **LIP – Expected Outcome/Impact**   * Improved reading, writing and mathematics attainment throughout the years of the Broad General Education * Higher levels of parental engagement in their children’s learning and in the life of the school * An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities * 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 |
| 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 and in the community.  Children continue to build their knowledge, skills and attributes and maintain an appropriate pace of progress in all curricular areas. | * Further develop Financial Education to include a savings scheme for children. * 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. * Develop and introduce Bilingual home learning bags to support literacy and numeracy. * Through the School Improvement Partnership, continue to support children’s early literacy and numeracy skills. Observation of children’s needs will help to identify an area of focus. * Work with cluster colleagues to develop a shared Curriculum Rationale for Mearns Castle Cluster * Redesign All About Me information sheet to develop a family friendly care plan for individual children. * Develop a catalogue of the family centre numeracy resources to support children’s attainment. | D. Riddell  J. McGinney  Credit Union  E. Brown  Senior CDOs  Parent Group  G. Cooke  C. Tennant  B. Guarino  Eco Comm.  K. Ayaz  K. Bolton  J. Dougal  K. Shepherd  K. Shepherd  E. Brown  L. Dunnet  M. Fagan  M. Brown | Terms 1 -2  Terms 1 – 4  Term 1  ongoing  Term 2  Terms 1 - 4  Term 1  Aug 18  Terms 1 - 2 | Financial Education pack.  ER Credit Union.  2 hrs. staff collegiate time.  10 hrs. Senior/DHC time to collate parent information  Community grants from BIG Lottery and Asda.  Bilingual Support staff.  Local Authority guidelines and CLPL.  Developmental Milestones Baseline Assessment data Benchmarks for curricular areas.  Time for SIPP meetings.  Time for cluster meetings.  Copies of care plans from central printing budget  Cover from Senior Leadership  Central printing budget | Children’s learning journey folders  Credit Union passbooks  Minutes of staff meetings  CLPL Evaluation forms  Newsletters  Big books  Parent prompts  Parent group minutes  Eco folder  Parental questionnaires  Minutes of SIPP meetings  Professional Enquiry notes and evaluations  Cluster Curriculum Rationale  Review care plans with parents every 6 months |

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| **Audit and Evaluation:** | |
| **Suggested Next Steps:** | |

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| **Priority 3: Successes and Achievements – Practitioner Judgements and Progression for All Learners** | |
| **NIF Priority: 3** | **QIs 2.3; 3.2; 3.3** |
| **NIF Driver:**  **Assessment of children’s progress**  **Performance information**  **School Improvement** | **LIP – Expected Outcome/Impact**   * Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination. * 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 |

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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 and numeracy.  Practitioner judgements are robust and reliable across the cluster and Local Authority.  There is emphasis on talk and shared thinking. Practitioners support the development of children’s thinking skills.  A wide range of strategies are used to support children to take responsibility for their own learning and progress.  The pace of the extended day allows time for children to rest and participate in setting up areas. | * Moderation of the tracking and monitoring system, to ensure consistency of practitioner judgements and progression for all learners. * Termly tracking meetings for all children. * Continue to increase the proportion of children achieving developmental milestones, including those from an ethnic minority background. * Engage with Learner Participation materials and UN Rights of the Child to raise children’s awareness of their rights. Increase children’s capacity to review their own learning, to acknowledge their successes and to participate in decisions about their next steps in learning. Increase learner participation to review and manage the pace of the extended day. * 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 in order to confidently implement East Renfrewshire Council’s new Early Years tracking tool when it is introduced. | Playroom staff  K Bolton  K Shepherd  Playroom staff  K Bolton  K Shepherd  K. Shepherd  Playroom staff  K. Bolton  Playroom staff  Playroom staff  K. Bolton  K. Shepherd | Terms  1-4  Terms 1-4  Term 1  Terms 2-3  When available | Tracking sheets/ EY Tracking Tool  Cover from Deputes for Termly tracking meetings  Practitioner and teacher judgements  Skills planners/ curriculum maps/ benchmarks for all areas of the curriculum  Gradient of learning  End of year summative reports  Education Scotland Learner Participation materials  UN Convention on Rights of the Child.  1 x staff collegiate night  Moderation Facilitators in each establishment.  2 x staff collegiate nights  February In Service day. | Children’s Learning Journey folders  Individual children’s tracking sheets for Literacy, Numeracy, Health and Wellbeing  Tracking sheets for each key worker group.  Tracking children’s engagement within individual areas of the play environment.  Parental feedback forms  Feedback from moderation facilitators |

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| **NIF Driver:**  **Assessment of children’s progress**  **Performance information**  **School Improvement** | **LIP – Expected Outcome/Impact**   * Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination. * 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 |
| **Audit and Evaluation:** | |
| **Suggested Next Steps:** | |