**Hazeldene Family Centre**

**Improvement Plan**

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**2019/2020**

**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** |
| **Leadership and Management – How good is our leadership and approach to improvement?** | | |
| * Practitioner visits to/from Primary 1 * Professional learning - BA in Childhood Practice/ Early Years Pedagogue Masters * Work with cluster colleagues to develop Sciences and Technologies * Lesson Study to develop Numeracy across the cluster * Continue to develop leadership at all levels. | * Professional Learning and Enhanced Practice: BA in Childhood Practice degree/Early Years Pedagogue Masters/ PDA Level 8 * Develop and deliver a programme of Professional Learning in Sciences * Professional learning to raise attainment in Numeracy and Maths * School Improvement Partnership to raise attainment in literacy/numeracy * Increasing children’s capacity to lead their own learning. | * Support the expanded workforce through engagement with national Induction materials, Professional Learning and staff mentors * Continue to develop and promote leadership at all levels |
| **Learning Provision – How good is the quality of care and education we offer?** | | |
| * Develop a programme of Financial Education. * Working towards Family Friendly Gold Accreditation. * Development of Home learning Rhyme packs * School Improvement Partnership – improving boys’ attainment in writing. | * Further develop Family Learning experiences * Family Friendly Gold award * Accreditation of Promoting and Nurturing Early Communication and Language | * Strengthen partnerships with childminders and partner nurseries to support children’s continuity of care and learning across split placements. |
| **Successes and Achievements – How good are we at improving outcomes for all of our learners?** | | |
| * Moderation of tracking and monitoring * Increase children’s capacity to evaluate their own learning * Moderation of learning, teaching and assessment | * Review children’s experiences to ensure high quality learning across the extended day including quality mealtimes * Implement new flexible working pattern * Implement Pastoral Care Communication diaries to support continuity of care and learning * Introduce new learning journals to increase children’s involvement in next steps * Implement East Renfrewshire Council’s Early Years Tracking Database | * Implement national Early Years Expansion programme * Further develop approaches to creativity and employability skills |

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| **Leadership and Management Priority:** *To build a professional and sustainable team committed to improving outcomes for children through*  *enabling them to lead their own learning.* | |
| **NIF Priority** Improvement in attainment | **QIs** 1.2 ; 1.4 |
| **NIF Drivers**  School leadership  Teacher Professionalism | **LIP – Expected Impact and Outcomes**   * A skilled and confident workforce * A culture of professional enquiry * An ethos of high expectations and achievement |

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| Impact and Outcomes | Action | Personnel | Timescale | Resources  Cost: (grant) | Monitoring and Evaluation |
| All practitioners participate in high quality individual and collective professional learning which improves outcomes for children and families.  Practitioners are confident in discussing how they have improved their practice as a result of their own professional learning. They support, motivate and inspire others.  Children are provided with meaningful experiences and their attainment in Sciences, Technologies Numeracy and Maths is increased.  Leadership at all levels is developed through a strong collegiate learning culture.  Children are supported to lead their own learning. | * Visits to/from Primary 1 to observe and share practice across the Early Level of Curriculum for Excellence. * Two staff will continue the BA in Childhood Practice degree and one will continue the Early Years Pedagogue Masters degree. One will commence the PDA level 8. * Staff have opportunities to lead CLPL sessions and share practitioner enquiry. * Participate in professional learning to increase children’s attainment in Numeracy and Maths. * All staff engage in workshops to raise children’s attainment in Sciences and Technologies. * All staff to take on an area of leadership, through working groups established within the setting, including School Improvement Partnership. * All children to be involved in collating evidence of their learning in their journals and reviewing the learning to agree next steps | Playroom staff  P1 teachers  C. Tennant  G. Cooke  L. Dunnet  D. Riddell  K. Bolton  M. Fagan  Playroom Staff  HT  K. Bolton  Playroom Staff  Senior Leadership  Playroom staff  Key workers | Terms 1-4  Terms 1-4  August 2019  June 19  Terms 2-4  Terms 1-4  Ongoing | Cover provided by Senior Leadership Team for staff visits.  Cover provided by Senior Leadership Team for staff to attend university day release.  Time on in service days  ½ day August In Service  ERC Numeracy Strategy  and CLPL  Cluster Numeracy Forum    Ed. Scotland STEM grant to purchase resources  ERC STEM Strategy and CLPL  Benchmarks for curricular areas.  Time for Working Groups and SIPP meetings  Developmental Milestones Baseline Assessment data.  Learner Participation in Educational Settings support materials/ UN Convention on the Rights of the Child | Feedback from staff  Learning conversations  Ongoing self-evaluation and peer mentoring  HGIOELC documentation  Parental questionnaires  Children’s Learning Journey Folders  Tracking database  Scottish STEM quality mark  Staff CLPL records and evaluation forms  Working groups minutes  School Improvement Partnership documentation  Minutes of SIPP meetings  Professional Enquiry notes and evaluations |

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| **NIF Drivers**  School leadership  Teacher Professionalism | **LIP – Expected Impact and Outcomes**   * A skilled and confident workforce * A culture of professional enquiry * An ethos of high expectations and achievement |
| **Audit and Evaluation:** | |
| **Suggested Next Steps:** | |

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| **Learning Provision Priority:**  *To further develop the positive impact of working with families to improve learning and achievement.* | | | | | |
| **NIF Priority** Improvement in Employability Skills | | **QIs** 2.2; 2.5; 2.7 | | | |
| **NIF Drivers**  Parental engagement  School improvement | | **LIP – Expected Impact and Outcomes:**   * Higher levels of parental engagement in their children’s learning and in the life of the school * Improved literacy and numeracy attainment throughout the years of the broad general education | | | |
| Impact and Outcomes | Action | Personnel | Timescale | Resources  Cost £200 | Monitoring and Evaluation |
| Children benefit from an environment that enhances and promotes opportunities for speech language and communication for all learners. Adults are responsive to individual children’s needs and encourage participation from all learners, with an emphasis on talk and shared thinking,  Parents understand the significant impact of the home learning environment at all stages of their children’s education. They recognise and make the most of everyday learning opportunities to further stimulate children’s learning experiences.  Our positive approach and strong relationships with families are reflected in the Family Friendly Gold Award. | * Build on existing good practice and gather evidence in order to achieve accreditation for Promoting and Nurturing Early Communication and Language. * Devise and implement action plan to achieve Family Friendly Gold accreditation.   .   * Further develop workshops for parents to support their children’s Digital Learning * Extend the range of Family Learning bags for home learning experiences. | K. Bolton  J. McGinney  Playroom staff  DHC Senior CDOs  K. Bolton  J. McGinney  Senior CDOs  Parent group | Term 1  Terms 1 - 4    Term 2  Terms 2-3 | .  PANECAL guidelines  ½ day CLPL Aug. in service  Support from Ed. Psych. and Speech Therapist.  Time for Working Groups  Family Friendly documentation  ERC Parental Engagement Strategy  Family First Worker  Neighbourhood Group  Health Improvement partnership (Oral Health and Breastfeeding Friendly)  ERC Digital Learning presentation  Paper bags/ stationery for instructions/ ingredients for experiments or recipes. | PANECAL Action Plan  Playroom observations  Children’s Learning journals  Learning Conversations  Evaluation of CLPL  Newsletters  Big books  Parent prompts  Parent group minutes  Parental questionnaires  Review care plans with parents every 6 months  Tea and Talk meetings  with parents |

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| **NIF Driver**  Parental engagement  School improvement | **LIP – Expected Impact and Outcomes:**   * Higher levels of parental engagement in their children’s learning and in the life of the school * Improved literacy and numeracy attainment throughout the years of the broad general education |
| **Audit and Evaluation:** | |
| **Suggested Next Steps:** | |

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| **Successes and Achievements Priority:**  *To ensure all children are attaining and achieving through excellent experiences across the extended day.* | |
| **NIF Priority:** Assessment of Children’s Progress | **QIs 3.2; 3.3** |
| **NIF Drivers:**  School improvement  Assessment of children’s progress  Performance information | **LIP – Expected Impact and Outcomes:**   * 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 * 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  Cost: £400 | Monitoring and Evaluation |
| Approaches to learning and teaching enable children to become immersed in activities that interest them and to play for extended periods.  The pace of the extended day allows time for children to rest and participate in setting up areas.  Children continue to build their knowledge, skills and attributes and maintain an appropriate pace of progress in all curricular areas  A wide range of strategies are used to support children to take responsibility for their own learning and progress.  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. | * Review children’s experiences and routines to ensure high quality learning across the extended day, including quality mealtimes. * Implement new Flexible Working Rota. * Introduce Playroom Pastoral Communication Diaries. * Introduce new learning journals to enable children to take more ownership for documenting their own learning; to acknowledge their success and participate in decisions about their next steps in learning. * Implement East Renfrewshire Council’s new Early Level tracking system * Moderate learning, teaching and assessment - within the centre and Local Authority - to ensure consistency in practitioner judgements of children’s progress across all curricular areas. * Continue to increase the proportion of children achieving developmental milestones, including those from an ethnic minority background. | HT  DHC  Senior CDOs  Playroom staff  HT  K. Bolton  M. Fagan  B. Guarino  HT K. Bolton  Key workers  K. Bolton  Key workers  HT K. Bolton  Key workers | Terms 1-2  Term 1  Term 1  Aug 19 ongoing  Aug 19 ongoing  Feb 2020  Ongoing | HGIOELC  documentation  Building the Ambition  Setting the Table  Blueprint for Expansion documents  Time for Working Group  Children’s Learning Journals  ERC Early Years Tracking database  Cover from Senior/ Depute for Termly tracking meetings  Moderation Facilitator materials. ½ day in service  Skills planners/ curriculum maps/ benchmarks for all areas of the curriculum | Playroom observations  Playroom Pastoral Communication diaries  Review of  Children’s Learning Journals  Parental feedback forms  End of year summative reports  Early Years Tracking database reports  Feedback from moderation facilitators  Baseline and Developmental Milestones data  Annual review of cluster  Gradient of learning |

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