

School Improvement Priorities 2020-2021

What will we do now?

Recovery and Re-engagement

Health & Safety practices and processes to support national guidance

Organisational use of premises and resources, including timetabling

Staffing organisation, timetabling and support

School community: shared understanding, planning and priorities

Health & Wellbeing

Health & Wellbeing: children; staff; families; family centre community

Assessment and planning for all children, including vulnerability

Whole family centre processes and practice for Wellbeing; Nurture; Resilience

Playful pedagogy

Developing a balanced and effective, blended model of remote learning and centre based learning and developmentally appropriate play experiences

Focus upon Literacy, Numeracy and Health & Wellbeing

Developing a consistent, shared understanding of changes to pedagogy and delivery of learning

Maximising an enhanced use of Outdoor Learning to support health & safety guidance



"Everyone attaining, everyone achieving through excellent experiences."



**McCready Family
Centre**

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**McCready Family
Centre**

In McCready Family we believe all children should have the opportunity to play, explore and to grow into someone who makes a difference

**Standards & Quality
Summary
2019 –2020**



Improvement Plan Priorities 2019 -2020

We will enhance the use of evidence based improvements, resulting from rigorous self-evaluation, to improve outcomes in health and well-being, literacy and numeracy for children and families.

Practitioners will skilfully make good use of children's ideas and interests to shape the learning environment.



Partnerships with parents, agencies and community groups will increase opportunities for them to be involved in the life of the Centre.



What did we do?

IMPROVEMENT

The centre has a rigorous approach to self-improvement through focused self-evaluation meetings, staff training meetings and individual staff member's Self-Evaluation Learning Journal. This process also encompasses H.G.I.O.E.L.C and Health and Social Care Standard guidance.

The impact has enabled all staff to reflect inwards, outwards and forwards and be actively engaged in continuously evaluating and improving their own practice.

LEARNING ENVIRONMENT

Outdoor play experiences have a highly significant role in our pedagogical approaches and children spend most of the day outdoors. Children also participate in our woodland visits on a twice weekly basis.

Children are provided with many outdoor experiences that enhance literacy, numeracy and health and well-being.

Feedback from our Review of Effective Transitions affirmed that:

"All practitioners are knowledgeable about the different stages of child development, as such they are skilled at listening to children and recognising and responding to all forms of communication. As a result, much of the centre's self-evaluation pays cognizance to the voice of the child. Positive changes are made to improve outcomes for children who lead their own learning within rich and engaging environments."



FAMILY ENGAGEMENT

Our family centre continues to encourage opportunities for parental/family engagement and has provided a variety of delivery methods e.g. Family Day, Coffee and Chat, Parent Consultations, Fun Days and workshops. Workshops have included literacy, numeracy and health and well-being. Almost all (92%) of our parents agree that we take their views into account, and by doing so this has led to increased Involvement within the centre. is easily accessible for all parents and staff. The workshops enabled skills, knowledge and specific ideas to be shared collectively.