



McCready Family Centre Improvement Plan 2024- 2025

Everyone Achieving, Everyone Attaining through Excellent Experiences



VISION STATEMENT



In McCready Family Centre we work with our families and community to build foundations that enable each child to develop a sense of curiosity, creativity and develop a thirst for lifelong learning.



To create a challenging, engaging and responsive learning environment that supports individual interests, skills and stages of development



To ensure that all children enjoy and uphold their rights and the rights of others as enshrined in the UNCRC

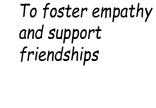
To work in partnership with other Family Centres, agencies and the community



To build a staff team of nurturing, respectful and professional practitioners who have a sound knowledge of child development

To nurture hearts and minds and help build resilient children who develop the strength to face challenges with confidence

Loved





McCready Family Centre Improvement Priorities for 2022- 2025					
2024 -2025	2025-26	2026-7			
Leadership and Management – How good is our leadership and approach to improvement?					
1.1 Self-evaluation for self-improvement:	1.3 Leadership of change				
Theme: Evidence-based improvement	Theme: Strategic Planning for continuous improvement				
Continue to build on our use of data in supporting all learners to achieve.					
1.2 Leadership of Learning:					
Theme: Professional engagement and collegiate working					
Continue to work in collaboration with others to develop a framework for practitioners to create standardised guidelines and tools for planning and assessment.					
Learning Prov	rision – How good is the quality of care and educa	ation we offer?			
2.2 Curriculum	2.5 Family Learning				
Theme: Learning and developmental pathways	Theme: engaging families in learning				
We aim to be recognised as a leading centre in promoting and nurturing early communication and language (PANECAL).	2.7 Partnerships Theme: engagement of parents and carers in				
2.3 Learning, teaching and assessment	the life of the setting				
Theme: Learning and engagement					
Children and young people are included to help raise their educational attainment and					

achievement to develop the skills they need.		
Successes and Achieve	ements – How good are we at improving outcomes	s for all of our children?
3.1 Ensuring wellbeing, equality and inclusion	3.3 Developing Creativity and skills for life and	
Theme: Wellbeing	learning	
Parents and carers are key partners in supporting their child's learning and we will work in partnership to promote and nurture the wellbeing of every child	Theme: Developing digital skills	

Priority 1: Leadership and Management			
NIF Priority	QI 1.1 Self-evaluation for self-improvement		
Improvement in attainment, particularly in literacy and numeracy	Theme:		
 Closing the attainment gap between the most and least disadvantaged children and young people 	Evidence based improvement		
	QI 1.2 Leadership of learning		
	Theme:		
	Professional engagement and collegiate working		

NIF Drivers		Local Improvement Plan – Expected Impact and Outcomes		
 School and ELC leadership Teacher and practitioner professionalism Parent/care involvement and engagement School and ELC improvement 		 A culture of self-evaluation and continuous improvement in all schools and services An ethos of high expectations and achievement in every school and service A skilled and confident workforce 		
What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success	
Staff will be skilled and confident to make accurate assessments of children's progress through the use and analysis of data.	Leuven monitoring systems will be fully embedded and form the basis for practitioner judgements and next steps in learning and development Staff CLPL SCDO will be supported to implement systems by the Early Years Development Manager	Playroom screening 4 weeks after children's start date Termly tracking meetings Monthly wellbeing meetings	Children are confident, and are more able to engage deeper with the learning environment, leading to better outcomes. Learning journals and tracking tools collectively provide a holistic view of the child's engagement and progress. Family consultation on learning and progress	

Early years settings with 2-year-olds will have consistent, equitable, and effective planning and assessment practices	Promote a culture of collaboration and continuous improvement among staff, encouraging them to share best practice SLT from all settings will identify and share good practice Reciprocal visits Targeted questioning Self-evaluation Introduce SLT /staff improvement observations/assessments on children's progress	August 2025 McCready Glen Madras Arthurlie Cartmill Termly	A framework that supports practitioners in creating standardised guidelines and tools for planning and assessment that leads to improvement in outcomes for all of our youngest learners A staff team who are confident, capable and skilled at ensuring learning experiences reflect children's interests, stage of development and engage with their learning enthusiastically and are continuing to make good progress
--	---	--	--

Priority 2: Learning Provision

NIF Priority

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in achievement, particularly in literacy and numeracy
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people

2.2 Curriculum

Theme:

Learning and developmental pathways

2.3 Learning, teaching and assessment

Theme:

Learning and engagement



NIF Drivers

- Parent / Carer involvement and engagement
- Curriculum and Assessment
- Teacher and Practitioner Professionalism
- School and ELC leadership



Local Improvement Plan – Expected Impact and Outcomes

- An ethos of high expectations and achievement in every school and service
- A skilled and confident workforce
- Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential
- 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

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success
We will be validated as a centre that is Promoting and Nurturing Early Communication and Language (PANECAL) through providing evidence of good practice in developing speech, language and communication for our youngest learners.	Self-evaluation framework from PANECAL document Develop an action plan Staff CLPL - Hannen training Staff observations	August 2025 Staff Team August 2024 Ongoing SALT Educational Psychologist Parents	Parental feedback, questionnaires Portfolio of evidence PANECAL accreditation An improvement in all children's language and communication skills Early Years Trackers Learning journals

Priority 3: Successes and Achievements

NIF Priority

- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in children and young people's health and wellbeing
- Placing the human rights and needs of every child and young person at the centre of education

Q.I 2.3 Learning, teaching and assessment

Theme:

· Effective use of assessment



Q.I 3.1 Ensuring wellbeing, equality and inclusion

Themes:

Inclusion and Equality

NIF Drivers

- School and ELC leadership
- Teacher and practitioner professionalism
- School and ELC improvement
- Parent/carer involvement and engagement



LIP – Expected Impact & outcomes

- An improvement in the attainment of disadvantaged children and young people
- A rights based culture, centred on Getting It Right For Every Child
- Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed
- A positive culture in health and wellbeing in every school and service

What do you aim to achieve?	How will you achieve this priority?	Timescales and responsibilities	Measures of success
Children and young people are included to help raise their educational attainment and achievement to develop the skills they need.	Early intervention strategies through targeted approaches and differentiated support. Parental workshops and information sessions	Cluster Priority CLPL SLT Lead practitioner	Wellbeing plans and minutes of meetings Personal learning goals JST minutes Learning journals
Improve the recognition of diverse identities in early years curriculum, learning teaching and assessment	Professional Learning opportunities for all staff to increase knowledge and skills in social justice and diversity Create a Diversity Working Party (staff, parents and children) CLPL The Promise	Staff Team Ongoing Equality Co-ordinator RR Lead	Diversity Action Plan Minutes of meetings Floor book Displays Parent and staff evaluations Children's voice and rights