



McCready Family Centre Improvement Plan 2024- 2025

Everyone Achieving, Everyone Attaining through Excellent Experiences



VISION STATEMENT



In McCreedy 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.

Nurtured

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

Healthy

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

Happy

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


To foster empathy and support friendships

Safe

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: Theme: Evidence-based 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.	1.3 Leadership of change Theme: Strategic Planning for continuous improvement	
Learning Provision – How good is the quality of care and education we offer?		
2.2 Curriculum Theme: Learning and developmental pathways We aim to be recognised as a leading centre in promoting and nurturing early communication and language (PANEAL). 2.3 Learning, teaching and assessment Theme: Learning and engagement Children and young people are included to help raise their educational attainment and	2.5 Family Learning Theme: engaging families in learning 2.7 Partnerships Theme: engagement of parents and carers in the life of the setting	

achievement to develop the skills they need.		
Successes and Achievements – How good are we at improving outcomes for all of our children?		
3.1 Ensuring wellbeing, equality and inclusion Theme: Wellbeing 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	3.3 Developing Creativity and skills for life and learning Theme: Developing digital skills	

Priority 1: Leadership and Management	
NIF Priority <ul style="list-style-type: none"> Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people 	QI 1.1 Self-evaluation for self-improvement Theme: Evidence based improvement QI 1.2 Leadership of learning Theme: Professional engagement and collegiate working

NIF Drivers <ul style="list-style-type: none"> School and ELC leadership Teacher and practitioner professionalism Parent/care involvement and engagement School and ELC improvement 		Local Improvement Plan – Expected Impact and Outcomes <ul style="list-style-type: none"> 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
<p>Staff will be skilled and confident to make accurate assessments of children's progress through the use and analysis of data.</p>	<p>Leuven monitoring systems will be fully embedded and form the basis for practitioner judgements and next steps in learning and development</p> <p>Staff CLPL</p> <p>SCDO will be supported to implement systems by the Early Years Development Manager</p>	<p>Playroom screening 4 weeks after children's start date</p> <p>Termly tracking meetings</p> <p>Monthly wellbeing meetings</p>	<p>Children are confident, and are more able to engage deeper with the learning environment, leading to better outcomes.</p> <p>Learning journals and tracking tools collectively provide a holistic view of the child's engagement and progress.</p> <p>Family consultation on learning and progress</p>

Early years settings with 2-year-olds will have consistent, equitable, and effective planning and assessment practices	<p>Promote a culture of collaboration and continuous improvement among staff, encouraging them to share best practice</p> <p>SLT from all settings will identify and share good practice</p> <p>Reciprocal visits</p> <p>Targeted questioning</p> <p>Self-evaluation</p> <p>Introduce SLT /staff improvement observations/assessments on children's progress</p>	<p>August 2025</p> <p>McCready</p> <p>Glen</p> <p>Madras</p> <p>Arthurlie</p> <p>Cartmill</p> <p>Termly</p>	<p>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</p> <p>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</p>

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
<p>We will be validated as a centre that is Promoting and Nurturing Early Communication and Language (PANEAL) through providing evidence of good practice in developing speech, language and communication for our youngest learners.</p>	<p>Self-evaluation framework from PANEAL document</p> <p>Develop an action plan</p> <p>Staff CLPL - Hannen training</p> <p>Staff observations</p>	<p>August 2025</p> <p>Staff Team August 2024</p> <p>Ongoing</p> <p>SALT</p> <p>Educational Psychologist</p> <p>Parents</p>	<p>Parental feedback, questionnaires</p> <p>Portfolio of evidence</p> <p>PANEAL accreditation</p> <p>An improvement in all children's language and communication skills</p> <p>Early Years Trackers</p> <p>Learning journals</p>

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

