

Cart Mill Family Centre



Improvement Plan

Session 2023-2024



Everyone Attaining, Everyone Achieving through Excellent Experiences

Our vision, values and aims

Cart Mill Family Centre aims to be the best place for children to learn and develop.

We provide an exciting curriculum which puts the child at the centre of learning. We will through striving for excellence in all that we do enable children to become, successful learners, confident individuals, responsible citizens and effective contributors.

We seek to: -

- Provide safe, secure, healthy and stimulating learning environments.
- Promote each child's self-esteem and encourage positive attitudes towards themselves and others.
- Ensure each child receives an appropriately child centred, broad and balanced curriculum.
- Foster genuine partnership with parents and carers.
- Enable each child to reach their full potential by carefully listening and responding to them.
- Implement effectively national and local policies.
- Ensure all resources are easily available to children and are natural whenever possible.
- Use the outdoor spaces to extend and enrich children's learning.
- Work in partnership with the wider community.
- Celebrate all forms of achievement.
- Ensure our Family Centre provides an ethos of trust, where childhood is viewed as a free, innocent, special time of life, where children are encouraged to be inquisitive, explore and have fun.

Cart Mill Family Centre Charter

We pledge to-

Respect and Engage

Update Staff Training and Knowledge

Track and Reflect

Be Part of our Community

Remove Barriers and Seek Solutions

Get it Right for our Children and Families (GIRFEC)

Provide Feedback and Share our Actions

Embrace working with our Families

Promote Equity and Diversity

Plan for Curricular Areas in Learning Programmes

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Three Year Improvement Priorities		
Year 1 2023/24	Year 2 2024/25	Year 3 2025/26
Collaborative approaches to self-evaluation	Build leadership capacity at all levels	Learning for Sustainability
Wellbeing and equity	Digital Learning & STEM	Expressive Arts
Targeted aspects of Literacy and Communication	Further support numeracy and maths skills	
Ongoing Targets for Improvement		
<p>Raise staff awareness of equity /equality issues and potential barriers to learning which can impact on attainment and achievement.</p> <p>Develop stronger links with local community, re-engage with intergenerational organisations, local businesses and partners to enhance our place in the community</p> <p>Resources purchased in order to support children at all stages of development and reflect diversity of our community.</p> <p>Review and update our Learning Journal and Floorbook Guidance</p> <p>Rights Respecting Schools Awards</p> <p>Continue to develop Froebelian values</p> <p>Participatory Budgeting</p>		
School Improvement Priorities 2023-24		
<ul style="list-style-type: none"> To engage in collaborative approaches to self-evaluation to effectively inform change and improvement. To ensure children's progress through the promotion of wellbeing and equity Improve approaches to high quality learning experiences and environments within targeted aspects of Literacy and Communication 		

Leadership and Management

Improvement Priority 1: To engage in collaborative approaches to self-evaluation to effectively inform change and improvement.

HGIOELCC:

- 1.1 Self-evaluation for self-improvement,
- 1.2 Leadership of learning
- 1.3 Leadership of change
- 1.4 Leadership and management of practitioners

Care Inspectorate Quality Framework:

- 2.2 Children experience high quality facilities
- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

National Improvement Priority:

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

National Improvement Framework Driver:

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

Local Improvement Plan:

A culture of self-evaluation and continuous improvement in all schools and services
A skilled and confident workforce
Higher levels of parental engagement with improved communication, collaboration and consultation in their children's learning and the life of the school

Expected Outcome and Impact	Action and Personnel	Timescale	Resources	Monitoring & Evaluation
Effective self-evaluation leads to improvements and positive outcomes for all children	All practitioners and leaders attend inservice CLPL 'Using Data in Early Years'	August 23 Inservice	Catherine Mullen Attainment Officer Education Scotland	Evaluation of CLPL sessions
Staff reflect well together and use these reflections to bring about positive change to outcomes for children and families	Raise staff awareness of potential barriers to learning which can impact on attainment and achievement (HT)	By Sept 23	HGIOELC Toolkit	CLPL Overview
Staff more aware of our community after analysing demographic data	Analyse data/ share data with staff (attendance, ASN, ethnicity, SIMD etc.) (HT)	By Sept 23	HGIOELC Audit Overview	PRD & Quality Conversations
Quality conversations are used to promote leadership and professional development	All practitioners complete 100% overview of HGIOELC Quality Indicators (DHC, all staff)	By Sept 23	West Partnership Toolkit 'A Shared self-evaluation framework for ELC'	Inservice programme
	Upload data to West Partnership Toolkit 'A Shared self-evaluation framework for ELC' (DHC & HT)	By Sept 23		Self-evaluation monitoring and staff meeting minutes with action points

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<p>Strong leadership supports staff to have aspirations and confidence in their capacity to support children and families to reach full potential</p> <p>Children have a key role in our quality assurance. 50% preschool children involved in self-evaluating through Children's Improvement Group meetings</p> <p>At least 80% of families are meaningfully involved in self-evaluating work of the centre</p> <p>Families influence change through the resource allocation decisions they make across Williamwood Cluster Participatory Budgeting project</p>	Identify areas for development: Quick Fixes, General Ongoing Business and Significant Action Priorities (HT & DHC)	Monthly	Quality Assurance Calendar	Parent Improvement Group agendas and minutes
	Review progress monthly with all practitioners during planned meetings (HT, DHC, all staff)	By Oct 23	Participatory Budgeting guidance	Self-evaluation evidence with parents/ carers
	Children's Focus Group to be formed-opinions sought and views acted on (HT)	Ongoing	SSSC Professional Standards	'Big Book of Improvement'
	Staff meetings to include Bitesize Workshops and Care Inspectorate Quality Framework 'Key Questions' (HT, DHC, all staff)	Monthly	SSSC 'Step into Leadership' pathways	Children's Focus Group mark-making minutes and minutes with action points.
	Parent Improvement Group to be formed (HT)	By Oct 23	Cluster Budget	
	Consultative processes to be applied to fundraising and resource allocation (HT)	By Dec 23	CMG members	
	Views of stakeholders considered in resource purchasing (Participatory Budgeting) (HT)	By Dec 23		
	Participatory Budgeting team formed (HT, staff volunteers)			

Learning Provision				
Improvement Priority 2: To ensure children’s progress through the promotion of wellbeing and equity				
HGIOELCC : 2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion		Care Inspectorate Quality Framework: 1.1 Nurturing Care and Support 4.1 Staff skills, knowledge, and values 4.3 Staff deployment		
National Improvement Framework Priority: Improvement in children and young people’s health and wellbeing Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy		National Improvement Framework Driver: Teacher and practitioner professionalism School and ELC Improvement School and ELC leadership Parent/Carer Involvement and engagement		
Local Improvement Plan: An improvement in the attainment of disadvantaged children and young people A positive culture in health and wellbeing in every school and service A culture based 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 Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed				
Expected Outcome and Impact	Action and Personnel	Timescale	Resources	Monitoring & Evaluation
Children and families benefit from staff that are well trained, competent and skilled Children are better equipped to deal with personal challenges and develop resilience All practitioners are aware of nurturing principles and have a shared understanding of what is meant by a nurturing approach in ELC Practitioners are confident and skilful in identifying and supporting all children’s needs Practitioners have increased confidence and understanding of strategies to support individual needs	Educational Psychologist delivers in-service Nurture CLPL to all staff Raise staff awareness of potential barriers to learning which can impact on attainment and achievement (HT) Analyse data (attendance, ASN, SIMD, ethnicity etc.) (HT) Introduce using ‘Voice of the Infant Best Practice Guidelines and Infant Pledge’ (HT) Introduce Bounce Back sessions with targeted groups and individual children (staff volunteers)	August 23 Inservice By Sept 23 By Sept 23 By Oct 23 By Oct 23	Educational Psychologist CLPL Slides The Promise Scotland Voice of the Infant Best Practice Guidelines and Infant Pledge Quality Assurance Calendar	Overview of CLPL PRD and Quality Conversations Pastoral Notes Personal Plans Wellbeing Plans Minutes of JST Minutes of GIRFEC meetings Learning Journals

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<p>Potential barriers to learning and development are identified and addressed effectively</p> <p>Raise staff awareness of equity /equality issues and potential barriers to learning which can impact on attainment and achievement</p> <p>Staff support children's wellbeing through compassionate and responsive care</p> <p>Children's voices are heard, their comments valued and acted on</p>	<p>Complete Early Years Practitioner Questionnaire from 'Applying Nurture as a Whole School Approach' Framework (all staff)</p> <p>Feedback analysed and common themes identified (HT & DHC)</p> <p>Staff undertake training throughout year on nurturing principles, ACES, trauma informed practices, making links between these</p> <p>Children's Focus Group formed (HT)</p> <p>Prompts used from 'Applying Nurture as a Whole School Approach' to focus children's discussions (HT)</p> <p>Parent/Carer Questionnaire (HT)</p> <p>Moderation of Personal Plans (DHC & SCDO)</p>	<p>By Oct 23</p> <p>Ongoing</p> <p>By Oct 23</p> <p>Ongoing</p> <p>By Jan 24</p> <p>Ongoing</p>	<p>CLPL Overview</p> <p>'Applying Nurture as a Whole School Approach' Framework</p> <p>Beacon House Information Pamphlets and 'Brainstem Calmers' Information sheet</p> <p>UNCRC Silver Action Plan</p> <p>ASN Overview</p> <p>Attendance Records</p> <p>GIRFEC</p> <p>Bounce Back</p> <p>ERC Healthier Minds</p>	<p>Tracking and Monitoring</p> <p>Staff meeting agenda and notes with action points</p> <p>Children's Focus Group mark-making minutes and minutes with action points.</p> <p>Parent Improvement Group agendas and minutes</p> <p>Feedback from parents, carers and visitors</p>
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Successes and Achievements					
Improvement Priority 3: Improve approaches to high quality learning experiences and environments within targeted aspects of Literacy and Communication					
HGIOELCC: 1.5 Management of resources to promote equity 2.3 Learning, teaching and assessment 3.2 Securing children’s progress		Care Inspectorate Quality Framework: 2.1 Quality of the setting for care, play and learning 3.2 Leadership of play and learning 3.3 Leadership and management of staff and resources			
National Improvement Framework Priority: Improvement in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		National Improvement Framework Driver: School and ELC leadership Teacher and practitioner professionalism School and ELC improvement Performance Information			
Local Improvement Plan: Improved literacy and numeracy attainment throughout the years of broad general education. An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school. An increase in the percentage of schools evaluated as ‘very good’ or better for learning, teaching and assessment.					
Expected Outcome and Impact	Action and Personnel	Timescale	Resources	Monitoring & Evaluation	
By June 2024 75% of preschool children are on track in their drawing and early writing skills (drawing a recognisable person with features and writing name with a capital letter and lower case letters) Children see themselves as writers and have a ‘can do’ attitude towards drawing and writing. Learning Journals demonstrate children achieving individualised targets for mark-making on a termly basis. Parents/carers more knowledgeable about early level literacy skills All practitioners are confident and skilful at supporting children’s early writing skills	Use data from Early Years Tracking Tool, Developmental Milestones and P1 baseline to audit existing literacy experiences (HT & Teacher)	By Oct 23	EY Tracking Tool	Floorbooks	
	Continue to develop the learning environment to facilitate mark-making experiences (Teacher)	By Oct 23	Cluster Literacy Data	Working Party ‘Big Book of Improvement’	
	Identify resources to enhance children’s experience of mark-making in all areas of centre (Teacher)	By Oct 23	Developmental Milestone Data	Children’s learning Journals	
	Writing Working Group established (Teacher & staff volunteers)	By Jan 24	P1 baseline Data	EY Tracking Reporting	
	Scottish Criterion Scale trackers used to assess termly drawing and writing in children’s Learning Journal (Teacher, all staff)	By Jan 24	PANECAL Framework	Staff meeting agenda and notes with action points	
			Nov 23	Scottish Criterion Scale	Overview of CLPL
				Boardmaker Cards	

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<p>Children benefit from an environment that enhances and promotes opportunities for speech, language and communication for all learners.</p> <p>All adults are responsive to individual children's needs and encourage participation from all learners.</p> <p>All adults review progress made towards meeting targets for PANEAL accreditation.</p> <p>All practitioners are confident and skilful in identifying and supporting children's needs and areas of challenge.</p> <p>Children's home languages are reflected in resources, QR code signs and dual language books.</p> <p>90% PANEAL process completed by June 24</p> <p>Sensory room used daily to support individual/small group work and Bucket Time sessions.</p>	<p>Parent/Carer Literacy Workshop planned for Nov 23 (Teacher, HT, staff volunteers)</p> <p>Develop handouts for parents/carers (Teacher, HT)</p> <p>PANEAL Working Group Formed (Staff volunteers)</p> <p>Evaluate practice using PANEAL self-evaluations (HT, all staff)</p> <p>Audit and refresh physical and emotional environment to reflect PANEAL strategies (HT, all staff)</p> <p>Create pictorial schedules, Boardmaker signs, label resources and limit visual distractions (all staff)</p> <p>Source new resources for sensory room (Bucket Time staff)</p> <p>Source resources to reflect children's home languages (all staff)</p> <p>All staff interrogate data from ELC Tracking Database to identify trends or patterns for key equity groups. Plan interventions/actions as necessary (HT, Teacher, all staff)</p>	<p>Nov 23</p> <p>By Oct 23</p> <p>By Oct 23</p> <p>By March 24</p> <p>By March 24</p> <p>Termly</p> <p>Ongoing</p>	<p>£1000 resources</p> <p>SALT</p> <p>Educational Psychologist</p> <p>Dual language books</p> <p>Rukhsana Ali, Education Development Officer: EAL and Diversity</p>	<p>PRD and Quality Conversations</p> <p>Personal Plans</p> <p>Minutes of GIRFEC meetings</p> <p>Learning Journals</p> <p>Tracking and Monitoring</p> <p>Wall Display</p> <p>PANEAL Framework Self-Evaluation and Action Plan</p> <p>Feedback from parents, carers and visitors</p>
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Useful Links	Realising the Ambition Realising The Ambition Challenge Questions The Promise Scotland UNCRC PANEAL Guidance Document April 2023 (002).pdf Applying Nurture as a Whole School Approach
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