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|  | **ESTABLISHMENT NAME**  **Standards and Quality 19/20**  **Recovery Action plan Autumn 2020/21** |

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| Context of the Establishment: |
| **Our ELC Establishment :Binnie Street Children’s Centre**  Context and numbers:  The building has been in existence since 1876. It was built by John Honeyman and was originally Gourock Central School ,then became Gourock Community Education Centre.It became a listed building in 1979.  Binnie street Children Centre opened in August 2012. It was created by the merger of three nurseries Gourock Pre 5 Nursery,Gamble Children’s Centre and Gourock Park Preschool.  The children’s centre is a beautiful building with many of its original architectural features still displayed. With its stunning ornate windows and high ceilings, it creates a unique learning environment. It is bright and airy and children have lots of space to learn as they play.  We pride ourselves with having a fantastic outdoor learning space. The children have the opportunity to grow their own plants and vegetables. Many other outdoor learning zones have been created by the children, their families and our local community.  Our recent outdoor classroom compliments the development of skills for learning life and work. These include supporting the delivery of STEM activities and opportunities for digital learning.  We value the strong links we have established with our local community. These include our weekly visits to Riverside Gardens, our woodland walks with the children to Darroch Park and our growing partnership with the Gourock Heritage Trust.  We provide a high standard of education and care. We believe in a nurturing environment where children and adults feel safe, secure and happy. We value the children’s individuality, abilities and skills and ensure that their achievements are celebrated at nursery and at home.  Number (s) and Age(s) of person(s) to whom service may be provided:  A maximum of 20 children from 2 years to 3 years  A maximum of children from 3 years to those not attending primary school. From 9.00am to 3.00pm, term time only, the service may care for a maximum of 80 children aged from 3 years not yet attending primary school.  A maximum of 24 children attending primary school up to the age of 16 years only..  We offer a range of sessions in line with Inverclyde admissions policy .We provide a wraparound service which offers extended hours for parents who work or who are in further education or training.  The majority of our families live within the local area. We have between 10 and 20% living in private lets.  We have around 30 and 40 % of our children living in SIMD 1&2.  We acknowledge the differing cultural, socio-economic and linguistic backgrounds of our children and families. We work closely with a range outside agencies to ensure a collaborative approach is central in supporting all our children and families.  **Vision**  At Binnie Street Children’s Centre our vision is to create a happy friendly centre with aspirations and expectations that all children will develop and learn in their own way. We value honesty, trust, success, friendship, and aim to be approachable and transparent in our role as early educators and carers of children. We have aspirations for our children and encourage them to develop in their own individual way, providing quality resources and experiences for the children who attend. We will encourage staff to continue to develop their skills and be enthusiastic about learning and we will foster good links with the local community.  .  **VALUES**  At Binnie Street Children’s Centre, we value honesty, trust, success and friendship.  **AIMS**  At Binnie Street Children’s Centre, we aim to provide a happy, friendly centre with aspirations and expectations that all children will develop and learn in their own way.  We aim to be approachable and transparent in our role as early educators and carers of children. We have aspirations for our children and encourage them to develop in their own individual way. We aim to provide quality resources and experiences which support and challenge all our children  We aim to ensure that there is fairness and equity in everything that we do. We want to give all our children and families the same opportunities to grow and develop.  We aim to continue to support all staff in their professional development and provide opportunities to leading learning.  We aim to continue to engage with our local community and value the strong nurturing relationships, which we have developed over the years. |

**Review of progress for session Aug 2019- March 2020**

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| **Establishment priority 1**: | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Teacher professionalism | HGIOELC? QIs  3.2 Securing children’s progress  2.3 Learning, teaching and assessment  2.2 Curriculum  **Other Drivers**  **RRS**    *Article 28: (Right to education):* |
| **2.3: Learning ,teaching and assessment.**  Raising awareness of digital literacy at the early learning  Further supporting transitions between nursery and St Ninians Primary School.  P6 children working with nursery child.  Using draw and tell app to create stories.  Children retell their story to an adult /peer.  Progress:  It enhanced relationships between the children  It supported talking and listening skills  It developed confidence in using technologies.  It supported literacy skills. talking  Impact:  All children gained confidence in using the technology  All nursery children participated at their own level  All the children were reminded of the core elements required in a story(title,characters,beginning,middle and end)  Nursery children were encouraged to use ambitious vocabulary when describing their stories.  Nursery staff reported that children who were previously hard to engage demonstrated increased confidence in retelling the story.  Children spoke positively about their experience to parents who gave good feedback to nursery staff.  **2.2: Skills for life and learning:**  Block play training with a number of staff has been successful. From this, a larger block play area has been identified and extensive resources have been purchased.  Impact:  From staff observations children are engaged, motivated and loving the larger play area and the new resources. Sharing materials and turn taking has improved along with concentration to task. They are working better together and developing new friendships  **3.2:Progress in communication and early language**  The children’s signing in at self-registration has a strong literacy focus. The staff use a variety of methods, for example laminated name cards for the children to mark make their name, magnetic letters, alphabet stones, lolly sticks with letters on them, sand trays to trace their name.  The impact from this has been a real willingness from almost all our children to mark make in a variety of different contexts. Parents have commented that at home they have been transferring their knowledge of sounds and identification of letters in a variety of different contexts  Word Aware: This has been used as a whole school approach for over a year. Confidence and competence with all staff on word aware is evident. Parents have engaged well with the approach commenting on how much more engaged their children are at story time. Practitioners have heard children using vocabulary that is more complexed and children enjoying using words during play. | |
| **Next Steps:**  To continue to support skills for life and learning.  Staff training on STEM & digital learning.  To continue our ongoing work on ‘Applying Nurture as a Whole School Approach. This will be done in partnership with Educational Psychology | |

**Copy above box for each priority form the 2019/20 SIP. Commentary should be brief and as evaluative as possible.**

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| **National priority: How we are ensuring Excellence and Equity?** |
| We have continued to be part of the Early Phasing 1140 pilot group. From our use of attendance data, it has given us clear evidence of children’s patterns of attendance. It has highlighted a significant increase in almost the entire cohort of children’s attendance. This has indicated that the additional hours has clearly had an impact on attendance and engagement.  Our curriculum continues to support inclusion and wellbeing by supporting children in small and individual targeted support if required.  We continue to build on our strong commitment to valuing relationships with our parents. This has been a key strength in the improvements in children’s attainment in literacy, numeracy and health & well being  We have strong and effective partnerships with a range of agencies who have supported staff and parents .SALT and Barnardo’s have provided our families with support and in house training for staff. This has greatly increased staff’s confidence, leading to improvements in practice. All staff show a strong commitment to improving children’s life chance and equity for all our families. Almost all practitioners reflect on their practice and show a commitment and willingness to improve outcomes for all children  We continue to deliver high quality outdoor learning to all children. The free flow system that we have in place allows all children to choose when and how long they wish to play outside. The outdoor learning environment is well developed with a range of different learning opportunities for all children. From growing our own fruit and veg to tending the gardens The children respect and value their outdoor space and this is evident through conversations with them and their parents. With the recent addition of our outdoor classroom, this has further supported children leading their own learning. We are continuing to improve our environment to support challenge and improve staff’s professional expertise. There is scope to develop STEM based activities and digital learning through our cluster working.  We are reviewing our current approaches to tracking and monitoring children’s progress. We need to make better use of data, which help us to identify gaps and where children may require challenge in their learning. |

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| **Response to Covid 19 Lockdown closure – March 2020 – June 2020** |
| How we have provided support for staff and families?  **Staff:** There has been open lines of communication from the start of COVID via telephone calls, emails and numerous group forums.  Staff have been working on a rota system and very much working together to support each other where possible. Staff have been working mornings or afternoon with communication books being used to share information .The outdoor space at the hub has been a huge factor in being able to social distance staff and children.  Staff have been adhering to good personal hygiene and have been provided with adequate PPE.  Staff have been updated when new information is issued regarding the every changing landscape. All staff have welcomed this.  **Families** : Families have been supported through the sharing of information by a range of methods including our website, twitter e mails and group texts .We have had the support from Barnardos and Belville gardens with regards to food parcels and some family fund payments. This has been greatly supported by the family support worker who has excellent relationships with the children and families..  There has been the additional support from partner agencies including Outreach support, Health, social work and Educational Psychology  What has the offer been for remote learning?  **Families:**  Various learning opportunities through twitter and our website.  Learning bags for all children  Web links to learning have been shared through our usual means of communication as well as telephone calls to parents who do not have access to the internet.  **Staff:** There has been a raft of learning courses on offer for staff. These include:  Bright wave  West Collage Scotland  Twitter  Online Courses-Aces  All staff have been able to access learning opportunities and have shared these with others. I have collated a list of completed training along with the impact it has had.  **What has children, family and staff engagement been like in the remote offer?**  It has all been very positive.  Families have welcomed the links to learning and the regular communication The learning bags have been well received.  Staff have enjoyed having the opportunity to check-in on their families’ wellbeing and offer advice and support when needed. Staff have been able to sign post families who may require additional support to appropriate agencies  **What has the impact been on the remote offer?**  Impact has been positive.  Staff are welcoming their return to work and to share the impact their training has had with their colleagues This will help us to plan our priorities for the year ahead.  Parents have enjoyed the communication that staff have been sharing. Parents have commented that the children love seeing their keyworker remotely through video links. It has been a lovely positive way to maintain that relationship.  **Feedback from the hub?**  Feedback from the hub has been positive.  It has strengthened relationships within the staff teams.  Flexible working has worked well.  Staff have also volunteered to carry out some additional duties so morale is good.  There has been positive feedback from partner agencies especially supporting some of our more vulnerable families.  Parents have been given verbal feedback on a daily basis. Thanking us for keeping their children safe and grateful for the support to accommodate them.  Parents have welcomed the opening during public holidays. |

**Autumn term recovery plan**

**PRIORITY 1:**

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| **Tasks / action** | **RAG of progress** | | | **Who is responsible?** | **Timescales** | **Partners / LA Links** | **Resources / CLPL** |
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| **Health & Wellbeing**-  Priority will be Nurture & Wellbeing  Keyworkers will use emotion check-in’s for children.  The emphasis will be creating a calm environment and avoid it being over stimulating. Creating soft cosy areas. Using soft music ,mindfulness activities ,simple yoga and relaxation activates |  |  |  | Staff  SMT | September-November | Education Psychologist | Using existing resources  Reviewing environment and resources  . |
| **Curriculum:**  Recovery curriculum will be on wellbeing, relationships, routine with a strong emphasis on hygiene such as handwashing.  A strong focus will be on play. Staff will model the skills involved in play.  Outdoor play will be carefully managed and maximised. |  |  |  | SMT  Staff | September –on going |  | Outdoor Classroom |
| **Enrolment/Transition**:  Transition within the centre will be done sensitively. Children moving from rooms will have an enhanced transition. Communication to parents will be on going to ensure transparency.  Continue transitions with local cluster schools |  |  |  | SMT | September-November | Cluster primary schools | Group call  Text alerts |
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