Education – Improvement Planning Document 2022-23

Binnie Street Children’s Centre

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Ruth Wyllie | Date | 20/06/2022 |

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| Quality Improvement Officer | Linda Wilkie | Date |  |

Our Vision, Values and Aims

**Our Vision**:

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

**Our Aims**:

We aim to be approachable and transparent in our role as early educators and carers of children.

We will 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 strive to give all our children and families the same opportunities to grow and develop.

We aim to encourage staff to continue to develop their skills and be enthusiastic about learning

We aim to engage with our local community and continue to value the strong nurturing relationships which we have developed over the years. .

3 Year Overview of Establishment Priorities

The improvement priorities for our establishment are noted on the following page. They have been expressed in the context of the National Improvement Framework

Our Improvement Priorities extend in a rolling programme over three years. Each priority has been coded accordingly:

Session 2022-2023

Session 2023-2024

Session 2024-2025

Overview of rolling three year plan

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| **National Priorities** | Session 2022-2023 | Session 2023-2024 | Session 2024-2025 |
| Improvements in attainment, particularly in literacy and numeracy | * Word Aware- * Data-Tracking * Numeracy-Subitising | * Word Aware- * DataTracking * Numeracy | * Numeracy –Subitising * Literacy -Phonological Awareness Training |
| Closing the attainment gap between the most and least disadvantaged children | * Self-Evaluation-to ensure improvement-Staff Training * Dashboard -Data | * Self-Evaluation-to ensure improvement * Data | * Self-Evaluation-to ensure improvement * Data |
| Improvement in children and young people's health and wellbeing | * Trauma Informed Practice * Nurture * Pathway-Training * Training-Froebel | * Trauma Informed Practice * Nurture * Froebel | * Froebel * Staff Training-Woodwork |
| Improvement in employability skills and sustained positive school leaver destinations for all young people  (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills) | * Digital School Award * Woodwork * STEM Link –St Columba’s * High School * Fire Pit | * Workshop for Parents-Developmental Milestones/Schemas * Staff Training-STEM | * Links with local industry |
| Placing the human rights and needs of every child and young person at the centre of education | * UNCRC Silver Award-Links with St Ninians Primary School | * UNCRC Silver Award-Links with St Ninians Primary School | UNCRC Silver Award-Links with St Ninians Primary School |

**How were stakeholders views collected?**

Parents comments from information evenings, stay and play sessions, parent and child meetings

Parents, staff and children’s questionnaires

Verbal Feedback

Twitter

Professional Dialogue

On line learning journals

Plan –Session 2022-2023

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**    Assessment of children's progress  Performance information | **HIGOELC**  2.2 Curriculum  3.2 Securing children's progress  1.3 Leadership of change | **UNCRC**  Article 12 (Respect for the views of the child):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| The introduction of our on-line learning journals has been instrumental in supporting home learning over the last year. This will continue with staff and parents sharing learning both at home and at nursery.  From the data collated weekly it has been identified that children’s next steps have to be imputed by all staff .All staff have shown us that they are now comfortable with adding observations and narrative stories so the introduction of next steps will follow on from this.  From conversations with parents, some parents would like to see where their children are at in terms of their development. We will be looking at supporting staff with their understanding of the pathways and how that can support tracking within the learning journals. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By Dec 2023 ,the number of next steps identified for all children will increase from 10% to 85% 2. By Dec 2023, all staff will have an understanding of the pathways. Tracking children’s learning will now form a robust system to support our self-evaluation and collation of attainment for all children |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Upskilling staff on the imputing of next steps within the on line learning journal system | From August 2022-Dec 2022 |  | DHC to lead | Learning journals |
| Upskilling staff on the understanding of the pathways and how this will support the tracking of data | From August 2022-April 2023 |  | HOC and DHC to lead | Pathway frameworks  Staff training |
| As a whole, nursery moderation /peer assessment will be crucial to help support children’s next steps. Sharing staff views on what children’s next steps should look like. | From August 2022-December 2022 |  | SMT to lead. | Staff training. |

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| **Measure of Impact: What we will see and where?**  How will we measure this? What does “better” look like? How will we recognise better when we see it? |
| * Through pre and post questionnaires staff’s confidence will increase in order to identify children’s next steps * Termly tracking meetings with SMT will indicate progress for all learners * Parent questionnaires and parent comments on the learnings journals * Robust collation of data will allow us to see clearly where children are at and help to identify gaps in their learning. |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  School Improvement  School leadership  Performance information | **HIGOELC**  1.1 Self-evaluation for self-improvement  1.3 Leadership of change  2.2 Curriculum | **UNCRC**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| With the recent introduction of the care inspectorate quality framework to support self-evaluation, we thought this would be the right time to introduce a more robust self-evaluation process to coincide with HGIOUSELC. From conversations and observations, staff are now in a position to confidently evaluate their own performance and the performance of our setting. The frameworks will help us to develop a shared understanding of what good care and learning should look like and support openness and transparency with all our stakeholders. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By October 2022 all staff will have an understanding of the new framework .They will be familiar of how this framework will be used during inspections and how we can use it within our service. 2. By October 2022 a self-evaluation calendar will be introduced. Identifying what quality indicators will be the focus throughout the year. All stakeholders views will be included. Information will be gathered by questionnaires, staff sharing professional dialogue and observations. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Upskilling and training of staff –  A quality framework of children ,child-minding and school aged children  A self-evaluation calendar will be in place.  Practitioners will have the opportunity to share information on key quality indicators This will be timetable and managed throughout the day. | From August – Dec 2022  August –Dec 2022 |  | DHT to lead | HIGIOUS ELC Toolkit  Care Inspectorate framework |
| There will be a robust system to collate the views of stakeholder’s .Including visiting professionals, parents and children’s voice. | From August 2022-June 2023 |  | HOC and DHOC to lead | Self-Evaluation monitoring calendar |
| Evidence will be gathered from a variety of source including conversations observations photographs. This will be collated and used to improve the life and work of the nursery. | August 2022-June 2023 |  | SMT  Practitioners  Additional stakeholders | Photographs  Big Books/evidence folders  Questionnaires  Post its |

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| **Measure of Impact: What we will see and where?** |
| * We will see that rigorous self-evaluation is the responsibility of all practitioners and stake holders * All practitioners will understand that self –evaluation is an integral aspect of our approach to continuous improvement. * We will see how stakeholder’s views can inform change and improvement. * The self-evaluation calendar will ensure that there is a systemic approach to self-evaluation. * Shared language and understanding across the nursery |

Plan –Session 2022-2023

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| **Priority 3** Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  Parental engagement  School leadership  Teacher professionalism | **HIGOELC**  3.3 Developing creativity and skills for life and learning  2.2 Curriculum  2.7 Partnerships | **Other Drivers**  **RRS**  Article 28: (Right to education):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views pupil** |
| For our observations and our curriculum overview it indicated gender inequalities in relation to science based subjects. From the evaluation of our woodwork programme it sparked an interest in STEM based experiences with all our children.  Parental feedback from our woodwork programme and our open evening gave us an opportunity to form a relationship with senior pupils from St Columba’s High School This will allow us to develop a programme to support our children with skills for life and work. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By December 2023 all learners will have the opportunity to take part in STEM based activities  2. By May 2023 all staff will have had the opportunity to access STEM based training either on line or in house. |

| **Tasks to achieve priority** | **Timescale** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| A timetable of planned experience with St Columba’s High School | August 2022 – Dec 2022 | SMT  St Columba’s High School | Whole staff training on attendance culture & problem-solving approaches EP & Attainment Advisor |
| Additional STEM resources to be purchased to support STEM based activities | August 2022 – Oct 2022 | SMT  Practitioners | Admin |
| A working group to lead the planning of the project | August 2022 – May 2023 | SMT  Practitioners |  |
| Staff training to upskill staff. | August 2022 – Dec 2022 | Practitioners  Training providers | CMO  External and In house training |

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| **Measure of Impact: What we will see and where?** |
| * Improved engagement of STEM activities and experience across the setting * Improvement in the quality of learning experiences on offer * Staff motivated and confident in delivering STEM based activities * Sustained working relationships with our cluster high school. * Our self-evaluation will provide us with data in order for us to evaluate equity for all our learners |