Education – Improvement Planning Document 2023-24

Binnie Street Children’s Centre

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Ruth Wyllie | Date | 27/06/2023 |

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| Quality Improvement Officer | Yvonne Gallacher | 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 2023-2024

Session 2024-2025

Session 2025-2026

Overview of rolling three year plan

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| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Improvements in attainment, particularly in literacy and numeracy | * 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 * Data | * Self-Evaluation-to ensure improvement * Data |  |
| Improvement in children and young people's health and wellbeing | * 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) | * 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 |  |

**How were stakeholders views collected?**

Views gathered through self-evaluationprocesses.

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 2023-2024

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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** |
| * Staff and parent feedback from the on line journals has been very positive. We have seen small gains in the number of next steps being imputed by staff. For these reasons we will continue to support staff to identify and plan for children’s next steps within the journals. * Whole School Approaches to Learning through Play & Enquiry .This is a self-evaluation tool which will support practitioners and SMT to develop their skills around play pedagogy. * Through cluster meetings it was decided a priority would be to increase children’s awareness and build racial literacy. This will be further enhanced through our close partnership (transition work )with St Ninians Primary School. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By June 2024 ,the number of next steps identified for all children will increase from 10% to 40%.From the increase in next steps we would hope to see progression in children’s attainment across all levels. Children will have increased confidence in transferring their learning across a range of contexts. The data will highlight improvements and gaps in learning. This will allow staff to identify areas where support and challenge may be needed. 2. By June 2024, 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 (attainment data to be established).The tracking will highlight any gaps and allow for support and challenge where appropriate. The data that we would have would allow us to see where improvement in children’s attainment may be targeted. 3. By December 2023 all children will have access to a comfortable reading environment. Cosy seating, reading lamps and a variety of reading materials will be purchased. Cluster work in literacy was a strength and it was identified to further develop anti –racist education. Joint partnership with St Ninians will increase children’s awareness and build racial literacy. 4. Children will be encourage to explore different genres, they will be provided with opportunities for independent reading, shared reading and reading aloud. The impact from this outcome will be that children will have an increased awareness of other ethnicities and a respect for a range of different cultural beliefs. Children will demonstrate an increased enjoyment of books and the love of reading either on their own or with their peers. |

| **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 2023-June 2024 |  | SMT | Learning Journals  Tracking Meetings |
| Upskilling staff on the understanding of the pathways and how this will support the tracking of data | From August 2023-April 2024 |  | SMT | 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 2023-June2024 |  | SMT  SALT | HIGIOUS ELC  Care Inspectorate Framework  Realising the Ambition  Whole School Approaches to Learning through Play & Enquiry Toolkit’  I can Toolkit. |
| Additional books to be sourced around building racial awareness. | January 2024 |
|  | SMT  Staff | Books that connect to Global Goals & UNCRC -Waklet |

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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. We will see children confident in their learning, this will be evident through listening to the children during play and observations of learning and teaching. * Tracking and monitoring data will show targets are making expected progress * Engagement levels from staff will demonstrate evidence of improved engagement of next steps within the on line journals. The impact will allow staff to reflect and engage on children’s learning. It will support staff to build on children’s current skills, knowledge and experience and assist them to make progress. * Minutes from cluster meetings will show improvement. It will highlight the importance of a collegiate approach, allow the opportunity for professional dialogue to take place across all sectors. Working together towards the same goal will provide us with a strong focus which will ensure transparency and equity. * Robust collation of data will allow us to see clearly that almost all children are making gains in literacy, numeracy and health & wellbeing. The data will help improve our performance and efficiency and allow us to focus and target our interventions .It will help us identify any trends and patterns and target support where required. |

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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 * SMT to continue to progress areas identified within our improvement plan .To create a robust and concise monitoring calendar which will clearly reflect roles and responsibilities within the SMT. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By August 2024, all staff will have an understanding of the new quality improvement framework .They will be familiar of how this framework will be used during inspection. The core of this approach will support staff to evaluate their own performance. It will allow us to develop a shared understanding of what high quality care and support looks like. It will also support openness and transparency in the next inspection process 2. By December 2023 a self-evaluation calendar will be introduced. Inclusion of all stakeholders in self-evaluation will bring about improvements. This will be extended to our OOSC provision. The self-evaluation calendar will support a clear ,well planned coherent approach .It will allow us to set out how and when we will evaluate our work and help us to plan effectively to make improvements . 3. By June 2024 ,SMT and all staff will have made gains in the monitoring of learning and teaching across the curriculum. The impact will be improvements in the quality of learning and teaching across all areas. An increase in staff confidence when peer assessing and moderating their practice. We would hope to see confident practitioners who will deliver quality learning experiences to all our children as well as a learning environment which will support ongoing challenge. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Zone Books to capture children’s observations.  A self-evaluation calendar will be in place.  All staff& stake holders to evaluate specific quality indicators. This will help to inform improvements and next steps.  Practitioners will have the opportunity to share information on key quality indicators This will be timetable and managed throughout the day. | From August – 2023 to June 2024  August 2023 –June 2024 |  | SMT  All Staff & Stakeholders | HIGIOUS ELC Toolkit  Care Inspectorate framework  Whole School Approaches to Learning through Play & Enquiry.-Zone Monitoring Tool.  Zone Floor Books |
| There will be a robust system to collate the views of stakeholder’s .Including visiting professionals, parents and children’s voice. | From August 2023-June 2024 |  | SMT | 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 2023-June 2024 |  | 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?** |
| * Self –evaluation of learning and teaching will evidence improvement in the consistency of high quality learning and teaching across all contexts. Our main focus will be to support a collaborative approach to self-evaluation. Practitioners to understand that self-evaluation is an integral aspect in order to support continuous improvement. Working with a range of stakeholders will bring about positive changes to our children and families. We will be able to show how their views inform change and improvements. * Minutes recorded from professional dialogue focusing on children’s progress and attainment will show improvement. * Engagement level data will highlight evidence of improved engagement across the curriculum. * We will see how stakeholder’s views can inform change and improvement. The wide range of approaches that we will use will build a shared understanding of our strengths and highlight areas of development. * The self-evaluation calendar will ensure that there is a systemic approach to self-evaluation. * Self-evaluation data will show all relevant staff engaging in the self-evaluation process. The impact this will have on the centre is that it will allow us to look inwards and analyse our performance, reflect on the service we are providing and make changes to enhance the provision that we already have. |

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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** |
| * Our ambition is to have all staff trained in STILT. This will continue to support practitioners in ‘Understanding the Impact and Trauma in Children & Young People’ * As a nursery we recognise the importance of understanding trauma in our young children. We will allocate time for all staff to be trained, this will be delivered by our Educational Psychologist. * The sustainability of a trauma informed approach across the nursery will be crucial in supporting our young children and their families. Peer support will ensure that leaders will regularly receive updates on progress, issues, barriers etc. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1.By June 2024 all staff will be STILT trained. This will be delivered by Lisa McFadden our Educational Psychologist.  2.By June 2024 an implementation group will have been formed within the establishment. This will be a peer support network for all staff  3.Additional bespoke training will be agreed with Educational Psychologist following a needs analysis  . |

| **Tasks to achieve priority** | **Timescale** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| All staff register an account to access Turas Learn.  Lisa McFadden to facilitate training with all staff. | April 2024  May 2024 | All Staff  All Staff  Lisa McFadden-Educational Psychologist | Staff to allocated time to carry out.  This has been scheduled to be carried out at the May 2024 In-service day |
| Implementation group (STILT) to be formed within the centre. | December 2023 | SMT  Staff | Staff Meeting.  Staff given the opportunity to join group |
| Questionnaires sent to parent, staff and children. | November 2023 | STILT Group  SMT | Questionnaires devised through survey monkey |
| Collate date from questionnaires. | December 2023 | STILT Group  SMT | STILT group given allocated time to collate data |
| Identify new nurture principle which will be our focus to support nurture. | February 2024 | All Staff  SMT | February In-Service Day 2024 |

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| **Measure of Impact: What we will see and where?** |
| * Staff confident to understand the impact of trauma in our young children .Staff will be able to share evidence in order to support and understand the impact on mental health and evidence –based pathways to recovery. We will see that staff are informed and responsive by embodying the trauma informed principles of collaboration,choice, empowerment ,safety and trust in all that we do. The impact of the training will be educating and informing all staff on best practice when working will those affected by trauma. * Staff confident to understand the impact of trauma in our young children and to respond in a trauma- informed way. We will see confident staff who understand the relationship between children’s cognitive development and the impact of trauma. Staff will understand the importance of building supportive and trusting relationships, creating a safer ,physical and emotional environment for our children’s and families. |