Education – Improvement Planning Document – 2024-25

Establishment Name: Binnie Street Children’s Centre

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| Head of Establishment | Ruth Wyllie | Date | 10/06/2024 |

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| Quality Improvement Officer | Yvonne Gallacher | Date | 10/06/2024 |

Our Vision, Values and Aims

**We value**:

Honesty, Trust, Success, Friendship

**Our Vision**:

A happy friendly Centre with aspirations and expectations that all children will develop and learn in their own way.

**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 2024-2025

Session 2025-2026

Session 2026-2027

Overview of rolling three year plan

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| **National Priorities** | Session 2024-2025 | Session 2025-2026 | Session 2026-2027 |
| Improvements in attainment, particularly in literacy and numeracy | Implementation of the Early Years Dashboard  Roll out of the Literacy Strategy ,with a focus on the teaching of listening, talking and writing |  |  |
| Closing the attainment gap between the most and least disadvantaged children | Inverclyde’s Literacy Strategy & Literacy Framework |  |  |
| Improvement in children and young people's health and wellbeing | Trauma Informed Practice. |  |  |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Meta Skills Progression Framework-Identifying and understanding what meta-skills look like in the Early Years setting. |  |  |
| Placing the human rights and needs of every child and young person at the centre of education | Building Racial Literacy-Creating a Nurturing Environment that supports the examination of Race and Racial Literacy Development |  |  |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| 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  Sway  Family Meetings |

**How was PEF spend consulted on?**

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| N/A |

Plan: Session 2024-2025

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| **Priority 1: The Literacy Strategy & Literacy Framework**  Improvements in attainment, particularly in literacy and numeracy  Choose an item | | |
| **NIF Driver**  School Improvement  Assessment of children's progress  Parental engagement | **HGIOS/ELC QIs**  3.2 Raising attainment and achievement  2.2 Curriculum  1.1 Self-evaluation for self-improvement | **UNCRC**  Article 3 (Best interests of the child):  Article 28: (Right to education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| *A commitment to a targeted focus for improving literacy in Inverclyde through supporting practitioners with access to key messages in Reading, Talking & Listening and writing alongside the provision of evidence based research and practical based research.*  *It will build on existing good practice and provide a core team to support the nursery in the delivery of quality CLPL increasing the capacity of practitioners.* |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By October 2024, all staff will have had a training overview on Inverclyde’s Literacy Framework. Talking and listening will be our initial focus.  All children will be supported to develop their literacy skills through a rich continues provision.  Provocations and learning experiences will be shared with all staff to ensure children are able to develop their literacy skills indoors and outdoors.  All staff will be able to explain how the environment supports literacy.  By December 2024 audit tools will be used to supported and track the environment. The scaling up of an area from month to month will ensure there is progression and challenge for all children.  Weekly family meetings will provide opportunities for professional dialogue to share information on the progression of an area and plan next steps.  SMT will support room development and provide feedback to staff  By June 2025 all staff will have had training on Reading, Talking and Listening and Writing | |
| **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 monitoring the playroom using the self-evaluation audit tool we will be able to track improvements. We will be able to identify priorities and tasks and plan next steps.  Through pre and post questionnaires we will be able to identify staff’s confidence when planning for a rich literacy environment.  Tracking and monitoring data will show targets and see if children making expected progress in literacy.  Staff will have increased confidence and be upskilled in delivering and facilitating very good literacy experiences to all children.  The Early years tracking tool kit will support staff and parents to see progression in children’s literacy and plan for targets.  The ‘I can tool kit’ and ‘Up, Up and Away’ frameworks will support staff to plan and support children’s developmental milestones. We will see improvements in staff understanding of children’s developmental milestones and discussions around the moderation of where children are at in their learning. | |
| ​**If PEF spend is supporting – how much and what?** | |
| N/A | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Staff Training-Inverclyde’s Literacy Framework | In –Service Day. October 2024 |  | SAC Project Lead/Literacy Officer | Inverclyde Council-New framework document The Literacy Strategy & Literacy Framework |
| Staff to complete self –evaluation audit-Story Corner/Reading Area  Evaluate and Action Areas that require improvements | November 2024 |  | All keyworkers  SMT | Play Inverclyde-Zone Monitoring Tool  HIGIOUS-Self Evaluation Tool/Audit. |
| Create new area planning template.-Including month to month scaling up of an area. | December 2024 |  | SMT | New area planning template. |

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| **Priority 2: Building Racial Literacy-Creating a Nurturing Environment that Supports the examination of Race and Racial Literacy Development.**  Improvement in children and young people's health and wellbeing  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  School leadership  Teacher professionalism  School Improvement | **HGIOS/ELC QIs**  3.1 Ensuring wellbeing, equality and inclusion  1.3 Leadership of change  2.2 Curriculum | **UNCRC**  Article 42 (Knowledge of rights):  Article 28: (Right to education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| *Supporting early childhood practitioners and young children to foster racial literacy is both developmental appropriate and necessary to create a society that meet the needs of all children and families.*  *Your words matter, and talking honestly and directly about race and diversity is the beginning of racial literacy. Even if children don't understand the nuances of the words, being open to learning new words and understanding ideas from others' perspectives is always helpful.* |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By October 2024 all children and staff will have completed a pre questionnaire around their understanding of race and cultures.  By November 2024 a working group will have been established .A name for the group will be agreed and the group will consist of 2 members of staff and 4 children.  By November 2024 all returned questionnaires will have been evaluated and an action plan will have been devised based on data from questionnaires  Monthly meetings for will be scheduled in the diary for the group to discuss the progress within the plan and possible next steps.  Monthly audits and observations of learning & teaching will be carried out by SMT. This will record and monitor the progress within the priority and identify if we are on track.  By April 2025 post questionnaires will have been completed by staff and children. This data along with all the other data collated throughout the year will allow us to measure the impact. | |
| **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? | |
| We will measure this through playroom observations. With a focus on environmental print, books and culturally and racially diverse resources.  We will listen and observations staff interactions with children. We will see staff modelling positive, productive and racially focused dialogue as they engage in conversations with the children.  Children will be observed exploring an understanding of beliefs and values through planned activities and a range of experiences being offered to the children.  We will hear staff prompting a narrative perspective-talking to help children recognise and value voices that are normal marginalized. We will see this when children are playing and during planned learning experiences with staff.  We will hear staff using questions that will challenge children to have a more in depth conversations about themes within books .Staff prompting children to think about race and racism at an early level.  We will measure improvements using a range of self-evaluation frameworks. These include HIGOIUS and the Care Inspectorate Self-evaluation framework  We will gather evidence from the minutes from monthly meetings and from our pre and post questionnaires. | |
| ​**If PEF spend is supporting – how much and what?** | |
| N/A | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Pre and post questionnaires to all practitioners and children. Gather data on what they about race and different cultures. | October 2024 |  | SMT  Staff  Children | Create pre & post questionnaires. One for staff and one for children  UNCRC |
| Create a working group consisting of 2 members of staff and 4 children. | November 2024 |  | Identified children & Staff. | Education Scotland –‘Building Racial Literacy’ |
| Plan dates in the diary for monthly meetings for working group. | Monthly |  | Staff  Children | Plan dates over the year for monthly meetings |
| Evaluate questionnaires and create an action plan. | December 2024 |  | Staff  SMT | Evaluate questionnaires and create action plan |
| Record minutes from meetings to evaluate progress. | Monthly |  | Identified children & Staff. | Record minutes from meetings.  Share with staff team. |
| Monthly playroom audits to evaluate and update action plan. | Monthly. |  | Working Group  SMT | HIGIOUS  Care Inspectorate Framework. |
| Post questionnaires to be given to children and staff. | April 2025 |  | Staff  Children | Post Questionnaires-One for staff and one for children |
| Gather all data and evaluate impact | May 2025 |  | SMT.  Staff | Feedback to staff and parents. |

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| **Priority 3: Early Years Tracking Toolkit.**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  Assessment of children's progress  School Improvement  School leadership | **HGIOS/ELC QIs**  3.2 Raising attainment and achievement  3.2 Securing Children's Progress  2.4 Personalised support | **UNCRC**  Article 3 (Best interests of the child):  Article 28: (Right to education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| *The tracking toolkit provides an opportunity to see what the child can do and has yet to do, but also tells us about the pace of the child's progress and provides useful information which can inform planning of experiences, interactions, spaces and targeted interventions*  *.* |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| Within the child’s first 28 days, all children will have their first set of targets set by the child’s keyworker and parents. These targets will be identified from the information taken from the child’s ‘All About Me’ book. They will consist of 1x Literacy target,1xNumeracy Target & 1x Health & Wellbeing target  By October 2024, all staff will have training on the new tracking toolkit .This will support all staff’s understanding of children developmental milestones and track children’s progress over time.  By September 2024, SMT will have identified staff who they will support and guide through the new tracker. There will be an opportunity to discuss children’s progress and set new targets based on evidence gathered from observations and professional dialogue.  All children’s targets will be shared on children’s individual learning journals. This will allow all parents to comment on their children’s learning and to share the learning from home to nursery.  SMT will create an area planning sheet which will allow staff to record children’s individual targets taken form their planned learning experiences. These targets will be reviewed every 12 weeks. All staff will be able to share their findings at our weekly family meetings. This will provide an opportunity for professional dialogue to take place and to moderate the developmental milestones within the tracker.  By February 2025, moderation sessions with cluster nurseries will be scheduled. Key staff will be identified to lead sessions. | |
| **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? | |
| We will measure the impact by observing and listening to staff’s interactions with children and parents. Staff will have increased confidence to talk about their individual children in depth and have a better understanding of their developmental milestones. This will be evident as they progress in target setting with their individual children.  At our family meetings, staff will have increased confidence in talking about individual skills that they have observed during play and how these skills correlate to the tracker.  We will see improvements in staff report writing when asked to share information on individual children. For example at progress meetings with parents and at TAC meeting with other agencies.  Through our self-evaluation processes, improvements in the playroom environment will have progressed and evolved. Staff will have a better understanding of how the environment plans a crucial role in supporting children’s targets and over all progression in their learning.  At children’s tracking meetings with SMT, we will hear staff talking about their individual children with clarity including targeted interventions with specific children who will require support and challenge.  Through opportunities for staff to moderate with other colleagues, they will be able to share examples of good practice and discuss through professional dialogue what does good look like. | |
| ​**If PEF spend is supporting – how much and what?** | |
| N/A | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Children’s First Set of Targets identified from ‘All About Me’ booklet.  1x Literacy  1xNumeracy  1xHealth & Wellbeing | First 28 days -September 2024 |  | Parents  Keyworkers | All enrolment paperwork completed by parents  Time and dates planned in diary. |
| Staff Training on Inverclyde’s Tracking Toolkit. | October 2024 |  | Early Years Teacher  Early Years Education Officer | In Service Day Training Day |
| Target Dates Set in SMT Calendar.  New Target set every 12 weeks for individual children. | September 2024 |  | SMT | Staff to set individual targets for each child. |
| Review Targets & Tracking Meetings set in diary every 12 weeks | September 2024 |  | SMT  Keyworkers  Parents | Dates set in the Diary –Every 12 weeks. |
| Identified keyworker groups to be tracked by SMT | September 2024 |  | SMT | Keyworker groups identified. |
| Targets to be shared with parents on on-line journals and at progress meetings | December 2024 |  | Parents  Keyworkers |  |
| Create tracking sheet to be used by staff to record children’s targets | September 2024 |  | SMT | SMT time to create tracking sheet to be used by staff. |
| To arrange moderation sessions with our cluster Early Years Centres. They include Bluebird Family Centre, St Joseph’s Nursery Class and Larkfield Early Years Centre.  This will provide staff with the opportunity to discuss and moderate the developmental milestones within the new early years tracker | February 2025 |  | SMT/Keyworkers  Bluebird F.Centre/Larkfield F Centre& St Joseph’s Nursery Class | Dates to be arranged to plan moderation sessions.  Identified targets which are to be moderated.  Key staff to be identified to lead. |