Education – Improvement Planning Document – 2024-25

Establishment Name: Blairmore Early Learning Centre

CONTENTS

1. Establishment Vision, Values and Aims
2. 3 Year overview of priorities – based on the National Improvement Framework
3. Action Plan for session 2023-24 including PEF planning

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| Head of Establishment | H. Lesley O’Hagan | Date | June 2024 |

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| Quality Improvement Manager | Yvonne Gallacher | Date | June 2024 |

Values, Visions & Aims

Blairmore gets it right for children and families through the implementation of

“Our Values Vison & Aims”

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| Values |
| Belonging  Children are at the centre of our service, and families and staff work in partnership using parent’s prior knowledge of their child along with staff knowledge and expertise, to have a shared vision of each child’s learning journey to ensure all children achieve their potential. |
| Being  A welcoming, friendly and approachable, community of learning for children, who reach their potential through high quality learning and teaching experiences based on play and fun. Where children, parents and staffs voices are listened to and influence the day to day experiences provided within Blairmore, creating a true sense of identity and belonging. |
| Becoming  Working in partnership we will nurture and support children to be confident and successful, and have an ability to recognise success, be resilient and be able to problem solve leading to lifelong learners with dreams and aspiration leading to success and achievement in life. |

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| Staff having leadership of their own group and working as a team who are: | |
| Caring | Motivated |
| Dedicated | Committed |
| Sincere | Honest |
| Experienced | Nurturing |

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| Effective Communication |
| High Quality Care |
| Monitoring Individual children |
| Continuous Staff Training |
| Working in Partnership |
| Effectiveness of the Service |

Our vision is that children will be: Our Aim is to do this by: Our service aims to do this by:

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| Included | Respected |
| Happy | Kind |
| Secure | Supported |
| Enthusiastic | Safe |
| Listened to | Successful |

Achieving these aims will result in us being successful in achieving our values, raising attainment leading to successful lifelong learner who are confident and reach their potential.

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 | All children will experience high quality literacy and numeracy opportunities through both intention and responsive experiences, allowing them to reach their potential.  Create and implement a robust self-evaluation program to take a closer look at current practice and celebrate success and plan for improvement.  Develop staff knowledge of schemas to enhance staff skills in delivering curriculum in acorn room (2-3years room).  Develop lending resources to support learning in Literacy and numeracy at home to enhance opportunities to raise attainment. | Moderate learning and teaching and identify areas that children are not making progress and train staff appropriately. | Set up training programs that reflect the needs of staff and enhance the learning opportunity for children to reach their potential. |
| Closing the attainment gap between the most and least disadvantaged children | Design a responsive planning approach to complement our children individual learning plans to enhance learning and teaching.  SMT will moderate the learning, teaching children’s progress through the implementation of Inverclyde councils tracking tool. | Implement learning journals into practice as a means of recording learning. | Dashboard implemented and used to identify progress and next steps |
| Improvement in children and young people's health and wellbeing | Implement Child Protection audit and action plan for improvement, to ensure all children’s safety.  Increase staff knowledge of Trauma and the impact this has on learning and teaching and how best to support children.  Implement a process for care and learning plans within 28 days of being settled at nursery to meet Care Inspectorate legislation and reflect the values of GIFEAC. | Create a robust physical plan that supports. |  |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Re-establish and train staff on wood work program before auditing the resources filling the gaps then pilot woodwork program in the nursery and evaluate progress and skills achieved.  Do a digital audit of resources and staff’s skills in supporting learning and teaching in this area, before creating a training plan and implementing couching and modelling program of support. | Fully implement woodwork program in the nursery and evaluate progress. |  |
| Placing the human rights and needs of every child and young person at the centre of education | Moderate our implementation of UNCRC and develop action plan to embed fully.  Increase staff knowledge of racial literacy leading to enhanced learning environment that encourages healthy conversation involving race, culture and characteristics of diversity with open mindedness and commitment.  Reflect and enhance how we ensure we get it right for every child by reflecting current practice with regards to, their right to education and how we develop talent and abilities. | Audit resources and file gaps in resources with a focus on racial literacy. | Racial literacy embedded into practice |

*Stakeholder’s views*

**How were stakeholders views collected?**

At Blairmore, our dedicated efforts revolve around fostering constructive connections founded on trust, integrity, transparent dialogue and compassion. Our upmost priority lies in serving our children, families and the local community to the best of our abilities. We highly appreciate and welcome all feedback and suggestions as we embark on a continuous path of advancement. Throughout the year, we actively sought the perspective of stakeholders through:

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| * Formal and Informal discussions * Group call / twitter * Learning and teaching meetings * Questionnaire’s * Team around the child meetings * Well-being reports |

Parents feedback collected and evidenced showed the following:

* Parents through workshops and learning and teaching meetings have a greater understanding of their child’s stage of development and next steps in learning and how they could support learning at home, parents also said that it is easy to see what the children have achieved and what’s next and that is shared in real time and feel involved.
* 100% of parents who responded to survey liked the planning process and understood the skills there child were gaining and the progress they achieved

Staff engagement with professional Dialogue and results were collated and evidence the following:

* Staff confidence has been reinstated and they are enthusiastic to actively assess, plan and record learning in collaboration with parents, staff feel that the parents are more actively involved in their child’s learning.
* Having new management structured has led to a focus on team work and building relationships which has created a positive ethos were staff and children feel valued and respected

Children discussed their thoughts with their keyworkers and results were collated evidencing the following:

* Children’s voices are listened and responded to on a daily basis and their options are sought, this is recorded in their learning & teaching profiles.
* Plan: Session 2023-2024

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| **Priority 1**  Improvements in attainment, particularly in literacy and numeracy  Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress | **HGIOS/ELC QIs**  1.1 Self-evaluation for self-improvement  2.5 Family learning  3.2 Securing Children's Progress  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | **UNCRC**  Article 28: (Right to education):  Article 29 (Goals of education): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Environmental audits for literacy and numeracy for both indoors and out show area for improvement. * Parents have engaged well in assessment and intentional teaching, use this enthusiasm to enhance learning partnerships and home learning. * Intentional teaching, next steps and evaluations have been implemented, need to develop the responsive planning and have a single vision for recording learning journals * Moderation of progressive pathways shows that numeracy is an area were less children are making good or very good progress in comparison to literacy. * The staff have worked hard and created robust assessment and intentional teaching plans using the three cross cutting theme’s however need to develop the broad general curriculum and the learning environment |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| By Dec 2024 Inverclyde councils tracking tool along with Blairmores assessment will show that all children already assessed will show an increase of 10% making good progress and 5% making very good progress in numeracy.  By Oct 24 80% of parents will have attended workshops and then seen numeracy in action to enhance their skills to support their child’s learning, tracking will show an increase of 10% making good progress and 5% making very good progress in numeracy for all learners.  By Feb 2025 all staff’s knowledge of literacy processes will have been developed through training and workshops, and by April 2025 tracking will show that all children who are already assessed will show an increase of 5% making good progress and 5% making very good progress in literacy.  By October 24 all staff in Acorn room will have researched and developed knowledge of schemas and how these impact their children’s development. By Feb 2025 self-evaluation and floor books and trackers will show progress in learning and teaching from previous tracking data for almost all learners in the acorn room |
| **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? |
| Pre and post training questionnaire on SEAL will show base line and improvement and discussion with staff, this will enhance the learner environment and we will see progress for numeracy in our trackers.  Feedback from parents workshops and stay and play events, along with feedback from home learning in Literacy and numeracy resources will show the impact of training and an increase in parent’s confidence in using resources, and this will be reflected in the children progress within their trackers.  Curriculum pathways will be evaluated to ensure the inclusion of the I CAN toolkit, this will allow for observations of intentional teaching to ensure progression which will impact children’s listening and talking skills reducing staff workload and having a single assessment process.  All staff in Acorn room (2-3years) will through professional dialogue show their knowledge of schemas in relation to child development and then develop their knowledge will influence into enhanced practise in the playroom. Self-evaluation of playroom will recognise increased engagement |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Plan and implement literacy workshops that give parents an understanding of curriculum for excellence before seeing this in action in playrooms, to allow parents to understand and support learning and teaching. | Feb 2025 |  | Coop team literacy & SMT | Presentation, school gym hall, school mobile white board, time, admin for letters |
| Plan and implement numeracy workshops that give parent an understanding of curriculum for excellence before seeing this in action in playrooms, to allow parents to understand and support learning and teaching*.* | Sept 24 |  | Coop team literacy & SMT | Presentation, school gym hall, school mobile white board, time, admin for letters |
| Review curriculum pathways against the “I can” tool kit to see if all aspects are included and if not add, use a colour to highlight these, to decrease workload. Use Inverclyde Councils development tracker to moderate Learning & Teaching progress, to allow moderation of practice. | August 24 |  | SMT & EAL | Time, computer, paper I can resource and pathways. |
| Develop home learning for literacy to improve attainment. | March 2025 |  | Coop team & EAL | Blooms resources, books and bags |
| Develop home learning for numeracy to improve attainment | Oct 2024 |  | Coop team & EAL | Time, Numicon resources, lending bags, evaluation slips |
| Create a robust year plan to enhance organisation and time management of all aspects of the service and improve communication. | August 24 |  | SMT | Time, staff coop teams action plans, paper, computer |
| Collate staff views on the planning process and skills based learning and celebrate good progress, create action plan to enhance this further. | August 24 |  | All staff | Time computer and paper |
| Create an action plan to develop staffs numeracy knowledge and embed in practise to improve the provocation and learning environment and experiences for children. | August 24 |  | Coop team lead | Time computer and paper & Finance |
| Use literacy and numeracy audits of indoors and out to create an action plan and enhance learning environment. | August 24 |  | Coop team lead | Time computer and paper & Finance |
| Staff in Acorn room will research and look at schemes and how these influence learning and teaching and enhance the learning environment to support these essential Nero development opportunities | Feb 2024 |  | Acorn room | Time, self -evaluation & reflection, professional dialogue |

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| **Priority 2**  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education. | | |
| **NIF Driver**  Teacher professionalism  Assessment of children's progress  School leadership | **HGIOS/ELC QIs**  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  2.4 Personalised support  1.3 Leadership of change | **UNCRC**  Article 3 (Best interests of the child):  Article 4 (Protection of rights):  Article 5 (Parental guidance):  Article 42 (Knowledge of rights): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * Senior leadership team observations of children’s experiences in the gym hall lack progressions. * Staff verbal feedback shows that PATHS is used however, not in a consistent way and not as the programme states. * Audits of numeracy and literacy in all learning environments show that although some aspects of learning and teaching are good, there is room for improvement with a specific focus on the three cross cutting themes being integrated into the learning environment both indoors and out. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| * By Oct 2024 the co-operative team for Health and Wellbeing will research and link a progressive physical program to curriculum pathways. By Dec 2024 baseline ongoing tracking of progress will be evident and moderation of the program in the three cross cutting themes will show an increase of 10% of almost all learners making good progress and 5% making very good progress in health and wellbeing. * By Sept 2024 all staff will have been trained on PATHS programme and had time to explore resources before implementing into practice. * By Apr 25 Floor books will show progress being made and self-evaluation and monitoring of room will show the almost all children using appropriate language and being caring. * By Oct 2024 Identified staff will have used the outdoor Literacy and Numeracy audits and created an action plan to develop outdoors. By Mar 2025 the action plan will be implemented and all Oak tree staff will baseline learning and track to show progress from initial data in three cross cutting themes for all learners, trackers and floor book will show improved learning and teaching. | |
| **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? | |
| * The pathways for Health and Wellbeing will baseline all children’s starting point and almost all children will show ongoing progress on their trackers over the two years. Children will have increased physical skills, coordination, listening and gross motor skills. Children will also gain knowledge on how their body works and how exercise makes the heart beat faster and the foods we need to keep us healthy. This will be shown through observations and floor books. * All children will be shown a consistent approach and be supported to understand how to care and respect each other through the skills and knowledge of staff’s understanding of the PAThs programme and a consistent approach in our practice. In entering the room, it will be recognised that almost all children are using PAThs language and being caring and respectful to each other. This will be evident in floorbooks * The outdoor environment will be welcoming and have a broad range of learning opportunities which will engage children in learning reducing incidents and accidents and will see an increase in the three cross cutting themes and this will show an increase of 10% making good progress and 5% making very good progress in their progress trackers. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Staff will be trained on PAThS and will share knowledge through professional dialogue | Aug 24 |  | SMT | Time, presentation, PAThS resources |
| A cooperative team will research the implementation of PAThS program and organise resources, create a tracker and lead implementation. | Sept 24 |  | Cooperate team for Health and Wellbeing | Time, PATHs resources, Paper, computer |
| Cooperate team will collate their research and develop a physical programme, identify resources needed and share information with colleagues. | Oct 24 |  | Cooperate team for Health and Wellbeing | Time, money, trackers, curriculum |
| Working party will create an action plan using audits for Literacy and Numeracy, along with auditing resources and fill gaps creating a high quality outdoor environment. | Sept 24 |  | identified staff | Time, money, resources |

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| **Priority 3**  Improvement in children and young people's health and wellbeing  Placing the human rights and needs of every child and young person at the centre of education. | | |
| **NIF Driver**  Teacher professionalism  Assessment of children's progress  School leadership | **HGIOS/ELC QIs**  1.1 Self-evaluation for self-improvement  1.2 Leadership of learning  2.4 Personalised support  1.3 Leadership of change | **UNCRC**  Article 3 (Best interests of the child):  Article 4 (Protection of rights):  Article 5 (Parental guidance):  Article 42 (Knowledge of rights): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * The Notre Dame Cluster wrote the Inverclyde Council’s Woodwork program however this has fell away, re-establish through training and implementation. * Digital resources are used by some staff and only adult led. Audit resources and use skilled staff to train others and use budget to increase digital opportunities. * Use audit tools for Building Racial Literacy to review how good is our resources and environment are, and access Building Racial Literacy training for cohort 6 for SMT. Work collaboratively with cluster’s thinking on how we teach topics taking into account racial literacy. |

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| **Expected outcomes for learners**  **Who? By how much? By when? What?** |
| All staff will revisit woodwork program and Health and wellbeing group will audit the current practice and resources around woodwork, gaps will be identified in resources before purchasing and implementing the program. By Dec 2024 there will be an increase in fine motor skills for almost all learners, tracking will show improvement by 50% attaining good and 15% very good in a range of areas.  By Aug 24 digital leads will review and audit programmes and resources. By Oct 24 a plan of staff training will be implemented. This will improve staff confidence and observations will show improved access for all learners to digital resources with staff able to support learning and teaching in this aspect. Trackers and floorbooks will show improved learner skills |
| **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? |
| Improvements in the outdoor learning spaces and teaching will ensure all learners show improved skills across fine motor control and risk awareness. This will be evident in their health and wellbeing tracker.  Information from survey will show gaps in resources along with staff training needs, all staff will have increased confidence in using digital resources and wood work and the staff with skills in these areas will mentor colleagues. The digital learning will be more evident as part of playroom experiences. This will be shown in observation by the senior leadership team |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| A cooperative team will train new staff and set up outdoor classroom to implement wood work program lead by the digital lead. | Dec 24 |  | Hayley and Leanne | Time, paper, computer money |
| Audit digital resources and use budget in 2025-26 and 2026-27 to fill the gaps. | Apr 25 |  | Hayley and Leanne | Time, paper computer |
| Audit all staff to baseline skills and attributes to use and knowledgeable staff will train and mentor colleagues in the use of digital equipment. | Jun 25 |  | Hayley and Leanne | Time, paper, computer |
| SMT will access Building Racial Literacy training cohort 6. | Nov 24- Jun25 |  | Lesley | Time and/or research |
| Use building racial audit to identify areas of good practice and areas of improvement as well as gaps in resources. | Feb 25 |  | All staff | Time |
| Cluster to implement review of relevant learning and teaching topics thinking of racial inclusion. | Aug 24- Jun 25 |  | Lesley and 2 staff. | Time with cluster  Preparation time |

**Attendance maintenance plan**

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| **TASK** | **TIMELINE** | **WHO IS RESPONSIBLE** | **PROEJCTED OUTCOME** | **OUTCOME** |
| Change the Absence policy to Attendance policy before reviewing to update in line with new practise, leading to improved and sustained attendance. | SEP 24 | SMT | All staff will have a consistent approach to encouraging good attendance |  |
| Continue to focus on children with attendance below 90% and support families to attend. | ONGOING | SMT/CLERICAL ASST | Improved attendance for all.  Families will be supported and have an understanding of how attendance impacts attainment. |  |
| Induction presentation to include information on the importance of learning and teaching and how attendance impacts lifelong learning | AUG 24 | SMT | All parents will have a good understanding of the need for high attendance and the impact on attainment |  |
| Cluster priority – collaborate around systems to ensure consistency and communicate effectively with non-attending families | OCT 24 | SMT | Consistent approach throughout the child’s educational life span |  |