Education – Improvement Planning Document 2022-23

Bluebird Family Centre

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Claire McIntyre | Date | 30th June 2023 |

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| Quality Improvement Officer | Yvonne Gallacher | Date | 30th June 2023 |

Our Vision, Values and Aims

VISION

At Bluebird Family Centre we provide a welcoming environment which is safe, nurturing and caring for all children and families. All children are provided with enriching opportunities to allow them to achieve their full potential and build on their confidence for the future.

VALUES

At Bluebird Family Centre

· We are gentle, kind and helpful towards others

· We listen to each other

· We are honest

· We take care of our nursery

· We try our best, all of the time

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 | Develop systems and processes that fully involve parents in the life of the establishment impacting positively on their child’s attainment. | Review barriers to parental involvement and further develop existing systems to involve our hard to reach parents in their child’s learning | Fully embed systems and processes that involve parents in their child’s learning |
| Closing the attainment gap between the most and least disadvantaged children | Develop practitioners understanding of the I can toolkit and begin to put into practice | Develop parents understanding of the I can toolkit | Embed the I can toolkit throughout the establishment |
| Improvement in children and young people's health and wellbeing | Develop practitioners understanding of Trauma Informed Practice | Embed the PATHs Programme throughout the establishment | Continue to monitor children’s overall wellbeing to reduce the inequalities of health and educational outcomes linked to deprivation |
| 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) | Develop practitioner and children’s knowledge and understanding of sustainability through the introduction of recycling and eco systems in the outdoors | Develop practitioner and children’s knowledge and understanding of safe use of fire outdoors | Develop practitioner and children’s knowledge and understanding of the wonder of woodwork in the outdoors |
| Placing the human rights and needs of every child and young person at the centre of education | Further develop racial literacy where every child has the opportunity to flourish and succeed in a learning environment that promotes equality and diversity | Continue to embed the racial literacy approach with all stakeholders. | Fully embed the rights of the child and work towards Rights respecting School Award |

*Stakeholder’s views*

How were stakeholders views collected?

***Stakeholder’s views were collected through a variety of ways including:***

* Anonymous Microsoft Survey – this method of collecting stakeholders views is hugely successful due to the high levels of feedback return
* We asked, you said, so what? – this informal method of gathering views ensures that children are involved in decision making within the centre
* Consultation with Children
* Staff Questionnaires
* Care Inspectorate Questionnaires
* Peer Review Questionnaires
* Parent’s Group Dialogue
* Parents Questionnaires
* Exit Questionnaires

***A sample of views collected from session 2022-2023***

“The nursery fully keep you in the loop with everything, when it comes to not only your child’s needs but your needs also.”

“Bluebird went above and beyond to support my child throughout his time at nursery.”

“I feel their daily nurture and love towards our child has helped him enjoy having time away from his parents without feeling upset or anxious.”

“I now have no fears of my son starting school and that is massively down to the nursery helping him develop”

“As a fulltime working parent it’s reassuring that the experiences my daughter receives at nursery have a positive impact on her overall development, in particular her literacy skills. I am continually impressed by the huge variety of songs that she has learned and her confidence to share them with us at home.”

Plan –Session 2022-2023

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| **Priority 1** Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**    Parental engagement  School Improvement | **HIGOELC**  2.7 Partnerships  3.2 Securing children's progress  - | **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** |
| We recognise parents are the most important influences in a child’s life and understand that parental involvement and engagement impacts positively on attainment. The challenges of the varying models of 1140 hours, has at times made it difficult to reach all parents and for them to become involved in a meaningful and engaging way in the life of the establishment. Questionnaires suggest that although stay and play sessions were popular with most parents, opportunities for parental participation, decision making and supporting learning at home could be better. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By June 2024 almost all parents will become involved in the life of the establishment. * By June 2024 most * parents will become fully involved with setting achievable terrific targets alongside keyworkers for their child’s next steps in learning. * By June 2024 most parents will be able to support their child’s literacy at home by having the opportunity to participate fully in a range of family learning experiences, workshops and literacy lending library with a focus on story and rhyme. Most parents will have increased knowledge in supporting the development of phonological awareness at home * By June 2024 all parents will be encouraged to express their views and take part in decision making regarding the life of the establishment. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Review and publish parent friendly alternatives of Standards and Quality Report, Strategic Improvement Plan and Child Protection Procedure to ensure a better understanding of these documents | August 2023 |  | SLT | Standards & Quality Report  Improvement Plan  Child Protection Policy & Procedure |
| Provide parents with an annual quality calendar of events | August 2023 |  | SLT | Annual Quality Calendar of Events |
| Involve parents in the participation of existing Champions Groups of the establishment | Ongoing |  | SLT  Focus Group Champions | Champion Group Focus Meetings |
| Termly keyworker meetings extended to under 3’s provision | Termly |  | SLT  All Practitioners  Parents | SLT  Keyworker  Skills tracker  Online Learning Journal |
| Existing Lending Library Programme extended to Under 3’s provision | September 2023 |  | All Practitioners  Parents | Lending Library Resources  Parent Volunteers |
| Provide parents with a variety of opportunities to be actively involved in decision making processes | Ongoing |  | SLT  All Practitioners | Questionnaires  You asked, we said, so what? Method  Pop the post in note method |

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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? |
| * Parents will have an increased understanding of the establishments child protection policy, standards and quality report and strategic improvement plan through the creation of a new parent friendly model. This will ensure parents feel valued and our hard to reach parents are included in our improvement journey * Practitioners will report an increase in the number of parents involved in successfully setting realistic and achievable targets for their children * All children will benefit from a collaborative approach in meeting their individual needs s terrific targets will be set alongside parents using skills tracker and progression pathways document. This will be monitored and data collected to ensure all children are making progress in their learning * Parents will have an active role in decision-making and the establishment’s self-evaluation procedures. |

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| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young people  - | | |
| **NIF Driver**  Teacher professionalism  Assessment of children's progress | **HIGOELC**  2.3 Learning, teaching and assessment  2.7 Partnerships  2.6 Transitions | **Other Drivers**  **RRS**  Article 3 (Best interests of the child):  Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Speech, communication and language skills are crucial to increase children’s life chances. In line with the local authorities increased value on the I Can Toolkit and the current communication and language data of the under three’s provision, it has been highlighted as an area for improvement.  Through practitioner reflection and questionnaires it has been recognised that there is a need for further continuous professional learning to increase staffs confidence in supporting speech, communication and language. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * By June 2024 all practitioners within the Blossom Room will have a greater understanding of overall speech, communication and language development as well as a better understanding of the role of the practitioner in supporting this through rich learning experiences * By June 2024 all practitioners within the Blossom Room will report an increase in children being identified at the earliest stage of requiring support through the implementation of the I Can Toolkit. Information gathered will be used to identify appropriate strategies to further support the child with speech, language and communication skills. * By June 2024 most children identified as requiring support will be making good progress with overall speech, communication and language skills, this will be recorded and shared with parents at keyworker meetings and through online learning journals. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Develop practitioner’s awareness and understanding of the existing speech, language and communication barriers | October 2023 |  | Depute Head of Centre – Lead | Paula McParland (SALT)  Presentation  I Can Toolkit |
| Develop practitioners knowledge and understanding of the I Can Toolkit | October 2023 |  | Depute Head of Centre – Lead | Presentation  I Can Toolkit |
| Explore Babbling Babies, Toddler Talk and Chatting with Children resource packs with practitioners | Ongoing |  | Depute Head of Centre – Lead  All Practitioners | I Can Toolkit |
| Implement rich learning activities into playroom practice from Babbling Babies, Toddler Talk and Chatting with Children resource packs | Ongoing |  | All Practitioners | I Can Toolkit |
| Introduce ‘Progress Check Communication and Language’ for children who are not on track with speech, communication and language | October 2023 |  | All Practitioners | I Can Toolkit |

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| **Measure of Impact: What we will see and where?** |
| * Practitioners will report a better understanding of social, communication and language development through staff questionnaires and changes to playroom practice with a focus on language rich learning environments * Children will benefit from rich experiences to support and enhance speech, communication and language development * Children requiring support with speech, communication and language development will be identified at the earliest possible stage through more skilled practitioners |

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| **Priority 3** Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  Assessment of children's progress  School Improvement | **HIGOELC**  3.1 Ensuring wellbeing, equality and inclusion  1.3 Leadership of change  - | **Other Drivers**  **RRS**  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 pupil** |
| In line with the local authorities priority to develop a workforce that is equipped to fully support children who have experienced trauma and data collected through practitioner questionnaires, this has highlighted a need to upskill and develop practitioners knowledge and understanding, allowing them to become confident in supporting children’s who have experienced trauma. |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| * By June 2024 all practitioners will have an increased understanding of trauma informed practice * By June 2024 most practitioners will feel confident supporting children experiencing trauma * By June 2024 most children and families will have an increased understanding of the Paths programme * By June 2024 almost all children will have participated in the Paths programme with 90% of children being able to identify core feelings of happy, sad, angry, scared, worried or excited |

| **Tasks to achieve priority** | **Timescale** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- |
| SLT will complete in the Scottish Trauma Informed Leaders Training (STILT) | August 2023  October 2023 | SLT | Educational Psychologist  NHS |
| All staff will complete in Sowing Seeds: Trauma informed practice for anyone working with children and young people | October 2023 | All Practitioners | Whole staff training  NHS |
| All staff will complete Trauma training modules | August 2023  June 2024 | All Practitioners | Whole staff training  NHS |
| Identify HWB Champions to drive improvement and change in the establishment’s commitment to being trauma informed | October 2023 | SLT  All Practitioners | Questionnaire |
| Embed PATHS programme to further support children’s health and wellbeing | October 2023  June 2024 | Champions  Practitioners  Children | Barnardos  Educational Psychologist  Paths Training Pack |

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| **Measure of Impact: What we will see and where?** |
| * By June 2024 almost all practitioners will have a better knowledge and understanding of trauma Informed Practice, and be more skilled in supporting children who have experienced trauma * By June 2024 most children will have an awareness of the Paths programme, an understanding of different emotions and be able to share their emotions with others. |

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| **Priority 4** Improvement in skills and sustained, positive school-leaver destinations for all young people | | |
| **NIF Driver**  School Improvement  Teacher professionalism  Parental engagement | **HIGOELC**  1.1 Self-evaluation for self-improvement  2.7 Partnerships  3.3 Developing creativity and skills for life and learning | **Other Drivers**  **RRS**  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 pupil** |
| The outdoor learning environment has recently been highlighted as an area of very good practice from Care Inspectorate and at the local Authority Peer Review, reports and evaluations indicate the next steps to further enhance this should include opportunities to learn about sustainability and eco systems. Outdoor learning audits have confirmed that this particular area of outdoor learning requires development and enhancement |

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| **Expected outcomes for learners - Who? By how much? By when? What?** |
| By August 2023 almost all practitioners will have participated in the sustainability, bio diversity and eco systems information session.  By June 2024 almost all practitioners will have a greater understanding of sustainability, bio diversity and eco systems this will be seen in practice across the establishment by improvements in children recycling, growing plants and developing bug hotels and worm farms in the outdoor area   * By June 2024 the majority of children will have a greater understanding of eco systems and the impact on our planet * By June 2024 we will have offered stay and play sessions focusing on sustainability, aiming to reach the majority of parents and develop parents understanding of the importance of sustainability and involve and include them on our journey * By June 2024 sustainability will be embedded throughout the ethos of our establishment |

| **Tasks to achieve priority** | **Timescale** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| All practitioners will complete information session on sustainability, bio diversity and eco systems. | August 2023 | SLT  All practitioners  Parklea – Branching Out  Inverclyde Community Food Network | Whole staff training |
| Identify Champions to drive improvement and change in the establishment’s commitment to becoming more sustainable. | August 2023 | SLT | Questionnaire |
| Develop a recycling action plan that promotes recycling across the centre and from home. | August 2023 – October 2023 | SLT  Sustainability Champions  Children  Parents | SLT  Sustainability Champions  Children  Parents |
| Further develop our growing area to provide opportunities for recycling by growing plants from food scraps | April 2024 | All Practitioners  Children | Allocation of budget to purchase resources  Expertise and knowledge of Parklea – Branching Out and  Inverclyde Community Food Network  Parents |
| Create a Bug Hotel | August 2023 | All Practitioners  Children  Finlaystone Ranger | Recycled materials  Expertise and knowledge of Finlaystone Ranger |
| Create a Worm Farm | January 2024 | All Practitioners  Children  Finlaystone Ranger | Recycled materials  Expertise and knowledge of led materials Finlaystone Ranger |
| Develop parents understanding of the importance of sustainability and involve and include them on our journey | Ongoing | SLT  All Practitioners | Stay and Play Sessions  Focus Groups  Learning Journals, Twitter |

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| **Measure of Impact: What we will see and where?** |
| * Sustainability will become embedded in daily practice due to all practitioners becoming more knowledgeable and skilled. Outdoor learning environments will provide opportunities for richer experiences for children to develop curiosity and a natural interest in the world around them * Practitioners will report an increase in the number of children understanding the importance of sustainability and incorporating this throughout free flow play. * Monthly monitoring and robust self-evaluation will report that children are becoming more aware of their role in recycling and creating bug friendly environments in their outdoor leaning spaces * Increased parental engagement at stay and play sessions and developing parents understanding of sustainability will provide further opportunities for practitioners, children and families to learn together |

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| **Priority 5** Choose an item. Placing the human rights and needs of every child and young person at the centre of education | | |
| **NIF Driver**  School leadership  School Improvement  Parental engagement | **HIGOELC**  1.3 Leadership of change  3.1 Ensuring wellbeing, equality and inclusion  - | **UNCRC**  Article 2 (Non-discrimination):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| The knowledge skills and awareness needed to talk thoughtfully about race and racism requires a whole staff team approach to being racially literate.  In line with the local authorities priority to develop an inclusive curriculum, with a focus on anti-racist education and data collected through practitioner questionnaires, this has highlighted a need to upskill and develop confidence in practitioners, allowing them to become racially literate, effective at dealing with racism and confident in leading anti-racism.    Opportunities to develop and upskill practitioners to become racially literate and integrate new knowledge into the ethos of the centre will have a positive impact on inclusion and diversity for children and families. |
| **Expected outcomes for learners –** | |
| * By March 2024 the Head of Centre will have an increased confidence in leading and promoting an ethos of inclusion and diversity. * By April 2024 all practitioners will have an increased knowledge and understanding of Building Racial Literacy impacting positively on learning environments | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Head of Centre will participate in the Education Scotland Building Racial Literacy programme | November 2023 – March 2024 |  | SLT  Education Scotland | Building Racial Literacy Programme |
| All staff to complete ‘Becoming an anti-racist educator’ from Education Scotland Professional Learning website | August 2023 – October 2023 |  | Practitioners | Education Scotland Professional Learning website |
| All staff to complete ‘Racial trauma: Consequences of racism on mental wellbeing’ from Education Scotland Professional Learning website | October 2023 – January 2024 |  | Practitioners | Education Scotland Professional Learning website |
| All staff to complete ‘Talking about racism: Steps to improve racial dialogue in education’ from Education Scotland Professional Learning website | January 2024 – April 2024 |  | Practitioners | Education Scotland Professional Learning website |
| Develop a personalised action plan to lead anti-racist change | April 2024 |  | SLT  Practitioners  Parents | Questionnaires  Self-Evaluation  Staff & Parents Focus Group |
| Review vision, values and aims with staff, children and all stakeholders to ensure the inclusive and diverse ethos permeates the life of the centre | April 2024 |  | SLT  Practitioners  Parents  Stakeholders | Existing Vision Values & Aims  Questionnaires  Staff, Parents & Stakeholders Focus Group |
| Adapt learning environments to ensure fully inclusive and diverse for all | April 2024 |  | Practitioners | Literacy resources |
| Reading buddies will focus on literacy that reflects inclusion and diversity | Ongoing |  | Practitioners  St. Josephs primary  Cluster | Primary 6 reading buddies |

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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? |
| * Racial literacy will become embedded into our practice due to all practitioners becoming knowledgeable and skilled in their understanding of this * Audit playroom learning environments and enrich with resources to ensure they are fully inclusive and diverse to support inclusion for all |