

Early Years – Improvement Planning Document

Establishment Name:

Gibshill Children's Centre

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Signatures:

Head of Establishment	Janine Burns	Date	23.6.21
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Our Vision, Values and Aims

Our vision is to

- G get it right for every child
- I involve our local community in all we do
- B build on prior knowledge and experience
- S support and nurture individual children and their families
- H holistically develop children and families
- I include partner agencies when appropriate
- L learn and develop new skills independently and from each other
- L learn in a fun and creative way

3 Year Overview of 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 2021-2022

Session 2022-2023

Session 2023-2024

Overview of rolling three year plan

	Session 2021/22	Session 2022/23	Session 2023/24
Improvements in attainment, particularly in literacy and numeracy	SEAL Word Aware/Talk for Writing Tracking for Literacy & Numeracy Inverclyde Pathways		
Closing the attainment gap between the most and least disadvantaged children	STEM throughout the curriculum Early level STEM project (Play pedagogy) Schema		
Improvement in children and young people's health and wellbeing	UNCRC PATH's		
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 Learning Grow It, Cook It, Eat It		

These should be high level priorities

Action Plan –Session 2021-2022

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Parental engagement Performance information	HGIOELC? 2.2 Curriculum 2.7 Partnerships 1.1 Self-evaluation for self-improvement 3.2 Securing Children's progress	RRS Article 28: (Right to education): Article 3 (Best interests of the child):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> Targeted children will have learned in depth 5 rhymes and 5 stories Numeracy level will increase Earlier identification of children who may require intervention for literacy & numeracy

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Use processes from Talk for Writing & Word Aware to develop early literacy skills: <ul style="list-style-type: none"> Staff to re-visit the strategies from Talk 4 Writing 	Re-visit by Sept. 2021	All staff	Training materials from session we previously attended. Opportunity for staff to have a refresher on the strategies & for new staff to learn about the process.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Information session on Word Aware to be delivered Identify 5 rhymes & 5 stories that we will use in depth over the course of the year. These books will inform the topics our children will be involved in. Identify 10 preschool children for tracking purposes and develop a questionnaire for their families 	<p>Session to be delivered by Oct. 2021</p> <p>Books & rhymes will be chosen by Sept. 2021</p> <p>Children, families identified by Sept. 2021 & questionnaire developed within this time scale</p>	<p>EY Teacher</p> <p>All staff</p> <p>EY Teacher & staff with pre school children</p>	<p>Training materials from session that EYT has attended.</p> <p>Copies of the stories & rhymes to be purchased. Resources & puppets purchased to bring the stories & rhymes alive.</p> <p>Identify 1 member of staff to take the overall lead in this programme. This will increase confidence.</p>
<p>1.2</p> <p>Re-introduce SEAL to develop numeracy skills:</p> <ul style="list-style-type: none"> Use SEAL strategies during play & learning 	<p>Checkpoints during Oct. 2021, Feb. 2022 & May 2022</p>	<p>EYECO's, EY Teacher CMO for Maths & Numeracy</p>	<p>Opportunity for staff to re-visit the strategies</p>
<p>1.3</p> <p>Use the Inverclyde Pathways for Literacy & Numeracy for monitoring & tracking purposes</p> <ul style="list-style-type: none"> Pathways will be uploaded to our Learning Journals Staff to familiarise themselves with the criteria for each level 	<p>Sept. 2021</p> <p>Oct. 2021</p>	<p>All staff</p>	<p>Time for staff to re-visit the pathways & for</p>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Staff to manually update the pathways to identify areas for challenge & support 	Ongoing. Checkpoints during Oct. 2021, Feb. 2022 & May 2022	All staff	professional dialogue

Evidence of Impact
<ul style="list-style-type: none"> Evidence from the Creative Thinking Assessment & the progress of our 10 children participating Progression for individual children using the tracking tool for literacy & numeracy Observations & professional dialogue of staff when discussing, assessing & reporting on children's progress & achievements

Priority 2 Closing the attainment gap between the most and least disadvantaged children		
NIF Driver School Improvement Teacher professionalism School leadership	HGIOELC? 2.2 Curriculum 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 2.6 Transitions	RRS Article 3 (Best interests of the child): Article 5 (Parental guidance):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Opportunities to improve learners experiences across the early level • Development of skills associated with STEM • Building relationships with children & staff in feeder primary schools which will ensure a smooth transition

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Early level Play Pedagogy through an early level STEM project: <ul style="list-style-type: none"> • Work collaboratively with early level colleagues within the PGHS & SSHS cluster to plan & deliver a STEM project • Identify learning experiences, opportunities & skills to be developed through the project 	Meet with early level colleague's termly April 2022	All early level staff in PGHS & SSHS cluster As above	Time to be allocated for staff to meet Identified resources purchased Will enable staff to moderate their planning in relation to E's & O's at early level. Opportunity for staff to share the learning
1.2 Schematic Play – staff awareness & enabling			

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
environments <ul style="list-style-type: none"> Explore the various types of schematic play through the powerpoint developed by Education Scotland Discuss the role of the adult & our existing environments & daily practice 	June 2022 June 2022	All staff. CMO's for Play Pedagogy All staff	Identify time for all staff to view the Powerpoint from Education Scotland. Staff will have a greater understanding of schematic play All staff will have the opportunity to engage in professional dialogue, reflection & identify next steps
1.3 STEM throughout the curriculum <ul style="list-style-type: none"> Develop an ongoing programme to include STEM opportunities 	June 2022	STEM working group/all staff	Identify time for staff to research & develop STEM experiences Use the materials developed by Adventures with Alice STEM will permeate the curriculum & staff will have increased confidence & awareness

Evidence of Impact
<ul style="list-style-type: none"> Children's level of engagement Children leading their own learning Evidence of progress & achievement recorded through our tracking process

Priority 3 Improvement in children and young people's health and wellbeing		
NIF Driver Parental engagement School Improvement Assessment of children's progress	HGIOELC? 1.4 Leadership and management of practitioners 3.1 Ensuring wellbeing, equality and inclusion	RRS Article 13 (Freedom of expression): Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Children will have an awareness of the importance & relevance of Children's Rights • Children will have a greater sense of wellbeing, inclusion & will develop greater skills for resilience • Transition points for children will be smoother

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Embed Children's Rights & achieve Bronze level through Rights Respecting Schools: <ul style="list-style-type: none"> • Introduce, celebrate & acknowledge Children's Rights through everyday experiences & discussions. Begin to embed in daily practice. • Ensure relevant articles from Children's Rights are identified at each planning block 	June 2022 June 2022	Establish working group & Children's Rights Officer All staff	Time for staff to establish themselves as a group & identify what we require to achieve the Bronze level. Lead member of staff to attend UNCRC training session from Education Scotland. Staff will be ware of the UNCRC Bill being incorporated into Scottish Law Staff will have a greater awareness of Children's Rights. We have already received

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> Raise awareness of parents & the significance of Children’s Rights by ensuring Articles are included on planning sheets, newsletters, All About me etc. 	June 2022	SMT & all staff	input from the Children’s’ Rights Officer.
<p>1.2</p> <p>Fully embed our PATHs programme:</p> <ul style="list-style-type: none"> Continue to use our own programme for PATHs with small groups of children Develop a programme for our younger children. Work in partnership with the CMO from Barnardo’s & implement strategies/advice given 	<p>June 2022</p> <p>June 2022</p> <p>June 2022</p>	<p>All staff & members of staff from established working group</p> <p>Staff from 2-3 room & CMO</p> <p>All staff & CMO</p>	<p>Time, PATHs resources & further develop resources</p> <p>Time, resources</p> <p>Opportunity to engage with a partner agency & learn new ideas & strategies</p>

Evidence of Impact
<ul style="list-style-type: none"> Children & parents will be familiar & have an understanding about their rights Transition points will be calmer & smoother due to children’s wellbeing & the familiarity of the PATHs programme in both playrooms There will be evidence throughout the centre in relation to Children’s Rights

Priority 4 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)

NIF Driver School Improvement Assessment of children's progress	HGIOELC? 3.3 Developing creativity and skills for life 2.7 Partnerships 2.3 Learning, teaching and assessment 1.2 Leadership of learning	RRS Article 12 (Respect for the views of the child): Article 28: (Right to education):
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Expected outcomes for learners which are measurable or observable

- Children will have the opportunity to develop & build on skills such as creativity, problem solving, critical thinking
- Children will have greater opportunities for engagement & child led experiences
- Children will observe the full cycle of growing, harvesting & cooking

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 STEM (Including Digital Learning) experiences to be embedded in all areas of our curriculum: <ul style="list-style-type: none"> • Staff to re-visit our curriculum rationale • STEM Learning experiences & opportunities to be planned & delivered • Ensure we have resources available for the delivery of Science, Technology, Engineering & Mathematics. Replenish & purchase resources. 	June 2022 During each block of learning April 2022	SMT, Education Attainment Advisor	Staff will have the opportunity to re-visit the importance & reason for our curriculum rationale Time to discuss possible learning opportunities Time & materials to be identified for development of resources

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> • Create a Digital Learning statement. • Audit of Digital Learning resources. 	Aug 2021 Aug 2021	Digital Champions	Time to create statement and to carry out Audit. Resources will then be purchased to fill gaps.
1.2 Grow It, Cook It, Eat It initiative <ul style="list-style-type: none"> • Continue to grow & care for the fruit & vegetables we have planted • From August to October we will harvest what we have grown • Healthy recipe & food packs will be sent home • EYSA & groups of children will cook the same recipe at nursery & record this for Youtube 	June 2022 August to October 2021 August to October 2021 August to October 2021	All staff All staff EYSA EYSA	Staff will refer to the annual planting programme we have created Staff will have a better understanding of the planting cycle

Evidence of Impact

- Staff will observe the impact of children being responsible for their own learning & their level of engagement
- Observations & tracking will reflect the children's learning & achievements
- Staff will observe the development of children's skills in relation to creativity, problem solving & critical thinking

Education Scotland Advice:

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS4 quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change 1.2 Leadership of	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school. Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in

		learning	working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning 2.7 Partnerships	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning; Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupils in/out-with school???
Assessment of children's progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning	As above. Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment; As above.
School improvement	Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level.	2.3 Learning teaching and assessment 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement 2.2 Curriculum	As above. Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels. As above. Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned

		<p>3.3 Increasing creativity and employability</p> <p>2.4 Personalised support</p> <p>2.6 Transitions</p>	<p>dialogue with pupils; personalisation and choice in BGE option choices.</p> <p>Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.</p> <p>Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.</p> <p>Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.</p>
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