Education – Improvement Planning Document 2023-24

Gibshill Children’s Centre

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Janine Burns | Date | 28.6.23 |

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| Quality Improvement Officer | Yvonne Gallacher | Date |  |

Our Vision, Values and Aims

Vision:

Gibshill Children’s Centre is a nurturing environment where we are learning and growing together to achieve positive outcomes.

Values:

Respect – we value diversity, respect everyone’s views & beliefs. We have a culture of openness, honesty & trust.

Kindness – warm, trusting & nurturing relationships create an environment that promotes attainment.

Friendship – we recognise each child as an individual & value the positive relationships we establish with our families & community.

Happiness – is integral for health & wellbeing which is a solid foundation for positive outcomes.

Achieving – we value the importance of play & time for children to learn & develop new skills.

We **aim** to:

**G**et it right for every child.

**I**nvolve our local community in all we do.

**B**uild on prior knowledge & experience.

**S**upport & nurture individual children & their families.

**H**olistically develop children & families.

**I**nclude partner agencies when appropriate.

**L**earn & develop new skills independently & from each other.

**L**earn in a fun & creative way.

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 | Karen Wilding Training  I Can Toolkit  Continuous Provision | Numeracy Focus  Literacy Focus | Numeracy Focus  Literacy Focus |
| Closing the attainment gap between the most and least disadvantaged children | As above | As above | As above |
| Improvement in children and young people's health and wellbeing | Silver Level Children’s Rights  Trauma Informed Practice | Gold Level Children’s Rights | Children’s Ambassador for PATHs |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Woodwork | Digital Skills – self-evaluate, prepare & embed | Apply for Digital Schools Award |
| Placing the human rights and needs of every child and young person at the centre of education | Racial Literacy | Continue with Racial Literacy Focus & characteristics | Continue with Racial Literacy Focus & characteristics |

*Stakeholder’s views*

How were stakeholders views collected?

Questionnaires were developed for children, parents, staff and partner agencies.

Self-evaluation with all stakeholders throughout the year.

Formal and informal discussions and opportunities for professional dialogue.

Our children’s responses were positive, and all said they enjoyed coming to nursery. Many identified having fun, playing with their friends and toys added to their experience. Planting experiences, our forest programme and baking cakes were also identified as a positive experience.

We used the ‘2 stars and a wish’ approach with our Parents and we encouraged them to provide a priority they feel we should consider for session 23-24. Positive comments were made in relation to our communication, parental involvement, focus on HWB, approachable staff and various ways we encourage and include them in all aspects of the nursery. No priorities were shared however Parents commented on more regular information being uploaded to Learning Journals and photographs on Twitter.

Staff views are continually sought in a variety of ways. There were many positives identified such as the wellbeing of children being paramount, adaptations and changes have been effective, plenty of time allocated for professional dialogue and staff feel included in the self-evaluation process. The majority of staff felt that priorities should include wellbeing of children and staff to be considered, more opportunities for children to explore their local environment, more opportunity to attend training and visit/share practice with other establishments and consideration to be given to the paperwork that is required to be completed.

Our partner agencies described our service as being welcoming, open to suggestions, approachable staff, good teamwork establish positive relationships and we are working together to achieve a common goal. All staff have a flexible and adaptable approach to new ideas and identified training needs. Staff promote the holistic development of every child and use a strength-based approach to the assessment and planning process.

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**    Assessment of children's progress | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | **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** | |
| * 1. A questionnaire for staff informed us they are less confident when delivering aspects of numeracy. * This resulted in some of our staff attending a STEM training event with a Numeracy and Subitising focus. * A resource pack and ideas and suggestions from Karen Wilding training were also introduced throughout the training. * Our post questionnaire informed us that the event had a positive impact and staff felt empowered to use other techniques and strategies to introduce and embed early number sense development. * 2. We are observing speech and language delay in some of our children, particularly our younger aged children. * Our language rich environment supports early language development however observations and professional dialogue has informed us that further work is required to support individual children. * 3. Observation and self-evaluation have informed us that many of our children require support to independently access resources and be self-sufficient during play. This could be a result of the lockdown situation where children were unable to attend parent/toddler groups and opportunities to engage with peers. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | |
| 1. By April 2024 all children will have made progress in early mathematical processes. Aspects of early number sense development from Karen Wilding training will be introduced and all staff will begin to embed the processes. 2. We will introduce the I Can Toolkit for all children. A programme will be developed using the suggested techniques and resources from the toolkit. The progress checker will be completed for an identified group of children and will inform us throughout the year of progress or areas of concern. 3. Changes to our planning and environment will support all children to become independent in their play and learning. Our changes will provide opportunity to continue the provision for learning in the absence of an adult. Our tracking will inform us of the progress all children will have made by April 2024. | | |
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| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * 1. Trained staff will cascade the training that they attended      * All staff will continue to access the training clips available on Youtube. * Identify staff to develop resources to support delivery of the aspects of the training. | Aug 23-April 24  Aug 23-April 24  Aug 23-Oct 23 |  | **All staff**  **All staff**  **Identified staff** | Training pack from Karen Wilding  Access to Youtube & Glow Tile.  Time to be identified for staff to access the training clips and engage in professional dialogue.  Money will be allocated from core budget to purchase resources. |
| 2. Staff to become familiar with the I Can Toolkit   * Suggested techniques and activities to be embedded. * Introduce the Progress Check included with the toolkit with an identified group. | Aug 23-Oct 23  Oct. 23  Oct. 23 |  | All staff. SALT partners  All staff  Identified staff | Identify time for staff to watch the DVD and research the resources included in the toolkit.  I Can Toolkit. Opportunity to upskill staff and develop their knowledge of the development of speech and language.  Progress Check resource from the toolkit. Self-confidence of identified staff will develop. |
| * 3. Audit our provision for continuous provision. * Develop a plan to implement identified changes. * Identify skills development for all children at planning meetings to include level of skill from exceeding, expected and emergent. * Training for staff to use the Leuven Scale for Involvement and Engagement * Implement strategies from training | Sept. 23 - Oct. 23  Oct. 23 - Dec. 23  Sept. 23 – Apr. 24  Oct. 23  Oct.23 |  | All staff  All staff  3-5 staff  All staff. ICOS team  All staff | Time to complete & discuss the audit. Staff development opportunity.  Time allocated to develop a plan  Time for professional dialogue  Opportunity to upskill staff.  Identify time for training to be delivered. Training opportunity for all staff.  Allocate time for professional dialogue and implement the process. |

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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? |
| * 1. Our tracking tool will inform us of the impact on individual children. Children and staff will have increased knowledge and confidence in all aspects of numeracy. Observation, children’s voice and professional dialogue will inform us of progress and development for all children. Check points during October, February and May will identify children where challenge and support is required. * 2. The Progress Check from the I Can Toolkit will inform us of progress or identify areas of concern for an identified group of children. This tool will be completed in partnership with parents. This will increase parents understanding and knowledge of this area of development. Observation and daily communication with children will inform us of the impact of this resource. * 3. We will have a starting point for all children after the initial 28 days at nursery. Through staff observation and introduction of the Leuven Scale we will see the progress and development of individual children in relation to play, independence skills and skills for life, learning and work. Children will be more secure in their learning, choices, wellbeing and engagement. |

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| **Priority 2** Improvement in children and young people's health and wellbeing  - | | |
| **NIF Driver**    Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  2.2 Curriculum | **UNCRC**  Article 3 (Best interests of the child):  Article 42 (Knowledge of rights): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
| 1. Our evaluation from last session informed us that the process we had in place for children acknowledging and reflecting on their Rights was not having the impact or providing the outcomes we had aimed for. Staff have identified a process to drive forward this priority. 2. In the current climate we have identified a need to become a Trauma Informed Workforce and adopt Trauma Skilled Practice to enable us to support children, families and staff who may require intervention. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | |
| 1. By December 2023 we hope to have been reviewed and accredited for the Silver Level for Rights Respecting Schools. A new programme will be developed with a focus on our pre school (33%) children having a greater awareness of their Rights. 16% of our returning children have an awareness therefore we aim to increase this to 33% 2. All staff will receive training to become Trauma Informed. By April 2024 our awareness, knowledge and confidence in recognising and supporting ourselves and all stakeholders will have increased by 100%. | | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * 1. Fully embed the action points for Silver Level * Create activities and identify timescales for implementation      * Monitor progress of pre school children * Continue with Children’s Committee and recruit new members | Sept. 23-Dec. 23  Sept. 23-Oct.23  Sept. 23 - Apr.24  Sept.23 - Apr.24 |  | **All staff & RR Officer**  **Working group members**  **All staff & SLT**  **Working group members** | Time for staff to revisit the action plan  Personal development for staff. Time to create age appropriate activities.  Keyworkers being responsible for collecting data.  Personal development and opportunity to upskill |
| * 2. Focus on the Wellbeing module for all staff and individually complete Wellbeing Plan * Staff to undertake e-learning modules. * Develop action plan to embed the principles to ensure that practice and provision is Trauma Informed. | Oct. 23  Sept. 23 – Apr. 24  Apr. 24 |  | All staff  All staff. SLT to be responsible for implementation  Identified members of staff | Wellbeing Plan developed by NHS partners. Developing self awareness to individual wellbeing  Engage with the modules and plan for professional dialogue. All staff will have the opportunity to increase their knowledge, understanding and awareness.  Personal development for identified staff. Identify time for staff to review and plan. |

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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? |
| * 1. This will be measured through continuous monitoring of the established action plan. Articles will be identified at the beginning of each block of learning and 33% (Pre school) of our children will be tracked on progress. Check points throughout October, February and May will ensure our programme is having an impact. Observation and child’s voice will inform us of children’s understanding and awareness. * 2. Our action plan will measure the timescale and implementation of the principles. We should see significant results as we begin to embed the principles. Individual awareness, responses and changes in practice will be evident and will inform us of the benefits in becoming Trauma Informed. |

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| **Priority 3** Choose an item. Placing the human rights and needs of every child and young person at the centre of education  Choose an item. | | |
| **NIF Driver**    Assessment of children's progress | HGIOS/ELC QIs  1.5 Management of resources to promote equity  3.1 Ensuring wellbeing, equality and inclusion  2.7 Partnerships | **UNCRC**  Article 2 (Non-discrimination):  Article 4 (Protection of rights): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
| * Our internal audit of resources throughout the previous academic year informed us of the need to build on our resources to develop our children’s knowledge in an age appropriate way to types of discrimination including race, disability, age, religion or belief. * To ensure an inclusive curriculum with a focus on anti-racism. * Informal discussions with parents informed us that they also see a need to increase children’s knowledge and begin at an early age to protect characteristics. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | |
| 1. By April 2024 new resources, experiences and the learning environment will support and develop all children’s knowledge on race equality and individual differences and why these should be recognised and celebrated. | | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Purchase new resources and identify learning experiences. * DHOC to cascade learning from attending Building Racial Literacy Course & relevant information from the LA Support Network * Continue with our PATHs programme which naturally covers differences, equality, uniqueness * Monitor new children/families to our centre. Plan for events/celebrations that are important to their culture. | Apr 24  Dec. 23  Apr. 24  Ongoing |  | **All staff and SLT**  **DHOC**  **Working Group members & all staff**  **SLT** | Money to be allocated from the core budget. Time for staff to discuss and plan experiences that are age and stage appropriate. Opportunity to develop personal knowledge.  Time to be identified. Increase awareness of all staff.  Programme is delivered on a weekly basis using the resources & guidance from Barnardo’s. All staff are familiar with the resource  Time to research different events/celebrations. Identify money to purchase necessary resources. Build on staff awareness |

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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? |
| * This will be measured by the resources and experiences all children will have access to. There will be changes in the awareness of children and staff and the appropriate and acceptable terminology when discussing and describing individual differences. |

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| **Priority 4** Choose an item. Improvement in employability skills and sustained positive school leaver destinations for all young people  Choose an item. | | |
| **NIF Driver**    Assessment of children's progress | HGIOS/ELC QIs  3.3 Increasing creativity and employability  2.2 Curriculum  1.4 Leadership and management of staff/practitioners | **UNCRC**  Article 3 (Best interests of the child):  Article 13 (Freedom of expression): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
| * 1. Previously staff attended authority led training for Woodwork and began to introduce this to our practice. * Due to changes in our environment in recent years we have been unable to re-visit and establish this experience for our children. * As we encourage our children to become independent learners and self-sufficient during play the experience of woodwork will contribute to these skills and develop creativity, critical thinking, self-confidence and wellbeing. |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | |
| By April 2024 all children will have the opportunity to engage in our woodwork programme. We will monitor the progress of 33% of our children and this will inform us of skills development and any changes that are required. As this will be a new experience we expect to see progression in almost all of our children. | | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * 1. Identify another member of staff to introduce woodwork. Visit an establishment who is implementing the programme. * Trained staff member to cascade training * Audit resources previously purchased * Create a timescale and action plan to embed woodwork into practice | Aug. 23  Sept. 23-Dec 23  Oct 23  Oct 23 |  | **Trained member of staff and 1 more**  **Trained member of staff & all staff**  **Identified members to lead**  **Identified members to lead** | Opportunity to upskill staff.  Personal development for trained member of staff. Further develop individual staff  Allocate time and budget for potential new resources required  Time for staff and allocation of resources. |

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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? |
| * Progression Pathways will track the development of skills for all children. Staff will observe children developing core dispositions, wellbeing, and self-confidence. Children will have greater opportunity to become independent learners and self-sufficient throughout their day. |