Education – Improvement Planning Document – 2024-25

Establishment Name: Gibshill Children’s 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

|  |  |  |  |
| --- | --- | --- | --- |
| Head of Establishment | Janine Burns | Date | 28.6.24 |

|  |  |  |  |
| --- | --- | --- | --- |
| Quality Improvement Officer | Yvonne Gallacher | Date | 28.6.24 |

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.

*Overview of yearly plan*

|  |  |
| --- | --- |
| ***National Priorities*** | ***Session 2024-2025*** |
| Improvements in attainment, particularly in literacy and numeracy | *Tracking tool and supporting literacy in nursery* |
| Closing the attainment gap between the most and least disadvantaged children | *As above* |
| Improvement in children and young people's health and wellbeing | *Silver Level Children’s Rights*  *Trauma Informed Practice* |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | *Woodwork* |
| Placing the human rights and needs of every child and young person at the centre of education | *Silver Level Children’s Rights*  *Trauma Informed Practice* |

*Stakeholder’s views*

**How were stakeholders views collected?**

|  |
| --- |
| 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.  25% of our children returned their feedback form. All children said they are happy at nursery. Favourite things to do at nursery were playing outside, playing with superheroes, playdough, gloop. Suggestions for what would make nursery better were going out places, going to the soft play, having more visitors, more trips to the park.  27% of our parents returned their questionnaire. All parents were happy and satisfied with the service that is being offered. Parents find the centre welcoming, helpful staff, well organised, plenty of opportunities for parents to be included.  Some parents would like to see more opportunities for ICT, end of year outing with children and parents, days to rotate for Kids Café.  44% of our partner agencies returned their questionnaire. Our partners identified strengths such as teamwork, communication, welcoming ethos, staff understanding of child development. No improvements were identified or suggested.  Our staff would like to continue with a focus and priority on wellbeing. Relationships are important and due to a change in staffing this has also been identified as a priority.  Our parents, staff and partners were asked to complete a questionnaire before our review in February. This identified some areas for us to develop and these will be actioned throughout the coming year. |

Plan: Session 2024-2025

|  |  |  |
| --- | --- | --- |
| **Priority 1**  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  Teacher professionalism  Parental engagement | **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): |

|  |
| --- |
| **Rationale for change based self-evaluation including data and stakeholder views** |
| 1. Across the early years sector there is an identified need for a tracking tool that will bring a consistent approach to planning and tracking learning for individual children. 2. A powerpoint presentation from our Early Years Teacher on Supporting Literacy Development has enabled us to consider further developing aspects of literacy. This is at the very early stages and professional dialogue has informed us that staff have a keen interest to learn more and build on existing success. Last year we monitored individual attendance on a monthly basis. Following our absent from nursery procedure we were aware of the reasons behind absence therefore identifying what support could be offered to individual children and their families to try and improve attendance rate. During target setting meetings with parents we discussed their child’s attendance, the importance of regular attendance and the impact it has on their development and learning. 3 families responded to this positively and an improvement in attendance was recorded. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. All children will have an individual tracker for Literacy, Numeracy and Health and Wellbeing. By April 2025 most children will have made progress across the 3 cross cutting themes. Keyworkers will meet with parents every 12 weeks to discuss and evaluate learning targets and identify next steps. Results from our previous year show that we had an overall increase for children being beyond in aspects of literacy. Listening and talking had increased by 14% and reading and writing had increased by 2%. 2. All children will have the opportunity to engage in rich learning experiences for talking and listening, reading and writing. By April 2025 we expect to see almost all children having made progress with their literacy development. We aim to increase our overall results by 5%. | |
| **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. More focussed targets will be identified in partnership with parents. Progress in literacy and numeracy will be monitored. 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. As children acquire skills in literacy and numeracy their engagement and interaction will be greater. Our observations, interactions and tracking tool will inform us of progression. 2. Continue to audit our resources and experiences for talking and listening, reading and writing. Our tracking tool will inform us of the progress of individual children and this will allow us to audit our provision/programmes for learning and develop these accordingly. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| 1. Staff to be introduced to the new tracking tool and paperwork to support the process.   Support and guidance to be offered and 6 weekly supervision meetings to be established  Staff to engage in moderation exercises every 12 weeks.  Meeting with parents every 12 weeks. | Oct 24  Sept 24 – Apr 25  Sept 24 – Apr 25  Sept 24 – Apr 25 |  | **All staff & SLT**  **All staff & SLT**  **All staff & SLT**  **All staff** | Upskilling staff. Time to be allocated to share the powerpoint & engage in professional dialogue.  Time to be identified  Opportunity for professional dialogue & to upskill staff.  Allocate time to meet with parents. Staff becoming more confident at identifying learning targets & discussing & sharing these with parents. |
| 1. Staff to re-visit the powerpoint for ‘Supporting Literacy Development in Nursery’.   Audit to be completed for resources/programmes in place.  Staff to attend the local authority session on Literacy Framework | Oct.24  Apr. 25  Oct. 24 |  | All staff  Identify staff to lead on this process  All staff | Time to be identified.  Staff to be identified. Time to be allocated for audits.  October in-service day allocated to this session. |

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

|  |
| --- |
| **Rationale for change based self-evaluation including data and stakeholder views** |
| 1. Our focus on Children’s Rights and newly developed programme has provided us with very good results. We aim to continue this with a new group of pre-school children and implement a new action plan in order to receive our Silver Award. 2. A pre & post questionnaire from all staff informed us of the positive impact the e-learning modules for Trauma had. Staff knowledge, what it looks like in practice and staff confidence in responding to children and families had all increased. From the first module staff voiced their interest in gaining greater knowledge in the Crisis Curve, co-regulation and the 5 point scale for emotions. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| 1. By December 2024 we hope to have been reviewed and accredited for the Silver Level for Rights Respecting Schools. We will continue to focus on our pre school (37%) children having a greater awareness of their Rights. 11% of our returning children have an awareness therefore we aim to increase this to 26% 2. By April 2025 all staff will have participated in relevant training for Crisis Curve, co-regulation and the 5 point scale for emotions. Observation and professional judgement will identify individual children who will benefit from support and intervention. | |
| **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 37% (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. 6 weekly supervision with keyworkers will provide opportunities to discuss individual children. Observations, leaven scale scores, children’s voice and professional dialogue will support us to identify interventions. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * 1. Continue to embed the action points for Silver Level * Complete activities and identify timescales for implementation * Monitor progress of pre school children * Continue with Children’s Committee and recruit new members | Sept. 24 – Dec. 24  Sept. 24 - Apr. 25  Sep. 24 – Apr. 25  Sept. 24 - Apr |  | **All staff & RR Officer**  **Keyworkers**  **Working group members.**  **All staff & SLT**  **Working group members** | Time for staff to re-visit the action plan  Personal development for staff.  Keyworkers being responsible for collecting data.  Personal development and opportunity to upskill. |
| * 2. All staff to attend training for Crisis Curve, co-regulation & 5 point scale for emotions. * Staff to engage in professional dialogue & plan next steps for implementation | Apr 25  Apr 25 |  | Educational Psychologist  All staff  All staff | Identify & allocate time for training  Time to be identified & allocated |
|  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| **Priority 3**  Improvement in skills and sustained, positive school-leaver destinations for all young people  Choose an item | | |
| **NIF Driver**  Assessment of children's progress  Choose an item.  Choose an item. | **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): |

|  |
| --- |
| **Rationale for change based self-evaluation including data and stakeholder views** |
| * 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 2025 all children will have the opportunity to engage in our woodwork programme. We will monitor the progress of 37% 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. | |
| **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. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Identified staff to develop a programme for children * Trained staff member to cascade training * Purchase identified resources * Create a timescale and action plan to embed woodwork into practice | Sept 24 – Oct 24  Oct 24  Oct 24  Oct 24 |  | **Identified staff**  **Trained member of staff & all staff**  **Identified members to lead**  **Identified members to lead** | Developing information leaflets, visuals, programme that we have received from other establishments.  Personal development for trained member of staff. Further develop individual staff  Allocate time and budget for potential new resources to be purchased  Time for staff and allocation of resources. |