Education – Improvement Planning Document – 2025-26

Establishment Name: Gibshill Children’s Centre

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| Head of Establishment | Janine Burns | Date | 27.6.25 |

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| Quality Improvement Officer | Yvonne Gallacher | Date | 27.6.25 |

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 2025-2026

Session 2026-2027

Session 2027-2028

Overview of rolling three year plan

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| **National Priorities** | Session 2025-2026 |
| Placing the human rights and needs of every child and young person at the centre of education | Silver Award for UNCRCContinue to build on racial literacy and develop and implement equalities policyRe-visit CP policy and guidance, complete CP audit and PPR policyIntroduce the new Quality Framework for Early Learning and Childcare Sectors |
| Improvement in children and young people’s health and wellbeing | As above |
| Closing the attainment gap between the most and least disadvantaged children and young people | Focus on literacy and numeracy.Develop attendance policy and leaflet |
| Improvement in skills and sustained, positive school-leaver destinations for all young people | Using developmental milestones on transition record as focussed observations |
| Improvement in achievement, particularly in literacy and numeracy | Focus on literacy and numeracy |

*Stakeholder’s views*

**How were stakeholders views collected?**

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| Questionnaires were developed for children, parents, staff and partner agencies.Self evaluation process throughout the academic yearFormal and informal discussions and opportunities for professional dialogue.14% of our Parents and children returned their questionnaire. All parents were either extremely or very satisfied with their experience of Gibshill Children’s Centre. Communication was seen as a strength and the care and nurture all staff provide was reflected throughout.Our children told us they enjoyed playing with friends, playing, being outside. The children who participated in our Nurture/Nature programme told us they enjoyed their parents being included. One child asked to bring a pet to nursery every day and a candyfloss machine. Staff questionnaires informed us that they felt they had worked well as a team and everyone is clear about their responsibilities and expectations. Communication is effective and the measures we have in place appear to be working. The main goals for the following year is to ensure children are the key consideration when planning improvements. Staff feel they would also benefit from further training for children with ASN.  |

Plan: Session 2025-26

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| **Priority 1 Focus on Literacy and Numeracy Skills.**Closing the attainment gap between the most and least disadvantaged children and young peopleImprovements in attainment, particularly in literacy and numeracy |
| **National Improvement Framework Outcomes****4. High achievement and reduced attainment gap for all learners.****6. Positive relationships, behaviour, and attendance in a respectful culture.****3. Inclusive curriculum and assessment for a sustainable future.**[**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) |
| **How Good is Our School/Quality Improvement Framework ELC**3.2 Curriculum3.3 Learning, teaching and assessment3.1 Play and learning4.3 Children's progress1.3 Leadership of continuous improvementChoose an item. | **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** |
| * Data from last year showed that 61% of our pre school children were on track for numeracy. Self Evaluation processes informed us that using the framework for SEAL (Stages of Early Arithmetic Learning) has not been a focus for us this year as the tracking tool incorporates many aspects of the framework. The outcome from a questionnaire for staff showed that 57% of staff are less confident or would benefit from a refresh on early mathematical processes.
* Comparisons between listening & talking and reading showed that 6% of our pre school children were less confident in experiences & outcomes for writing.
* Attendance remains a local authority priority
* Inverclyde Early Level Tracking Tool remains a priority. We will continue to develop a consistent approach to planning and tracking of children’s individual learning. A new Planning Approach for children aged 36 months to 60 months is being developed.
 |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| * By June 2026 at least 67% of pre school children will be on track for numeracy through targeted use of the SEAL framework and refreshed staff training on early mathematical processes. This will be an increase of 6%.
* By June 2026 100% of staff will report increased confidence in delivering early mathematical experiences following professional development sessions and practical support. This will be an increase of 43%.
* By June 2026 the gap in writing confidence will reduce by at least 50% with pre school children demonstrating improved engagement and attainment in early writing experiences.
* By March 2026 all (39%) pre school children’s learning will be planned and tracked consistently using the updated Inverclyde early Level Tracking Tool and the new 36-60 month planning approach.
* By June 2026 attendance rates for pre school children will show improvement contributing to better continuity of learning and progress across literacy and numeracy.
 |
| **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? |
| * All staff will analyse data every 12 weeks, using their professional judgment aligned with the Broad General Education (BGE) to assess each child’s progress in numeracy and literacy. This will include the use of the Inverclyde Early Level Tracking Tool, observations recorded in Learning Journals and professional dialogue during review meetings.
* In the last 2 years, 61% of children were on track for numeracy. For this academic year, we will aim to increase the number of children on track by at least 6%, reaching 67% or higher by June 2026. This will be supported by targeted SEAL implementation and refreshed staff training.
* The same data collection and analysis will be applied to literacy outcomes, with a focus on closing the 6% confidence gap in writing identified in previous comparisons. Observations, floorbook evidence and staff discussions will track improvements in children’s confidence, progress and achievement in early writing.
* We aim for all children to attend nursery at 90% or above. This regular attendance will be monitored monthly and linked directly to learning data to ensure it contributes to better outcomes across literacy and numeracy.
* The Inverclyde Early Level Tracking Tool and new 36-60 month planning approach will be consistently used to monitor children’s learning. By the end of the academic year tracking data will show clear improvements in learner attainment with individualised plans showing next steps.
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| * Conduct 12 weekly data reviews using BGE benchmarks and the Inverclyde Early Level Tracking Tool
 | June 26 |  | SLTIndividual staff | TimeIncrease staff knowledge and understanding of BGE. |
| * All staff to re-visit early mathematical processes and introduce the Numeracy Framework to all staff supported by SEAL training.
 | Oct. 2025 |  | All staffNumeracy ChampionEarly Years TeacherCMO/Pedagogical Lead | TimeKaren Wilding ClipsLink to Numeracy Framework |
| * Continue to embed the Inverclyde Literacy Framework across the setting.
 | Ongoing |  | Literacy ChampionAll staff | TimeLink to Literacy Framework |
| * Hold staff discussions on the experiences and outcomes for writing developing provocations to support early writing opportunities.
 | Oct. 2025 |  | All staff | Time |
| * Introduce Home Learning initiative Adventure Ted with a focus on developing writing confidence and home-nursery learning links.
 | Sept. 2025 |  | Literacy Champion | TimeResources for initiative |
| * Familiarise and embed the new 36-60 month planning approach, ensuring consistent use in practice.
 | Apr 26 |  | SLTAll staff working with under 3’s  | TimePlanning tool |
| * Update the attendance policy and develop a parent/carer leaflet to promote the 90%+ attendance target.
 | Sept. 2025 – June 2026 |  | SLT | Time |
| * Hold monthly reflective practice sessions to review data, track interventions and adjust practice based on observations and tracking.
 | June 2026 |  | SLTAll staff | TimeTracking toolsIncreased confidence in staff. |

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| **Priority 2 UNCRC, Racial Literacy, Child Protection and Safeguarding Practice, Promoting Positive Behaviour and The Quality Framework for the Early Learning and Childcare Sector.**Placing the human rights and needs of every child and young person at the centre of educationImprovement in children and young people's health and wellbeingChoose an item. |
| **National Improvement Framework Outcomes****1. Empowered and accountable education system supporting lifelong learning.****2. Strong partnerships between schools, services, families, and communities.****5. Skilled teachers and leaders delivering excellent, inclusive education.**[**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) |
| **How Good is Our School/Quality Improvement Framework ELC**4.2 Wellbeing, inclusion and equality4.4 Safeguarding and child protection1.3 Leadership of continuous improvement4.3 Children's progressChoose an item.Choose an item. | **UNCRC**Article 2 (Non-discrimination):Article 42 (Knowledge of rights):  |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| * We continue with our plans to achieve the Silver Award for Rights Respecting Schools. Evidence from last year informed us that progress was limited. We have identified that further work is required in this area as we aim to continue towards a Silver Award.
* Continue to build on racial literacy and develop and implement an equalities policy. This will enhance the work we undertake to ensure we have equity and equality for all.
* Further develop staff’s knowledge and understanding on the revised Authority Child Protection audit and our Promoting Positive Relationships Policy to ensure that we are Getting It Right for Every Child within the centre.
* The introduction of the Quality Framework for the Early Learning and Childcare Sectors.
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| **Expected outcomes for learners****Who? By how much? By when? What?** |
| * By April 2026 we aim to have been reviewed and accredited at the Silver Level for Rights Respecting Schools with a focus on increasing the awareness of their rights among our 37% pre school children.
* Throughout the academic year all children including our 37% returning children and 63% new intake will develop a strong understanding of racial literacy, different cultures, beliefs and wider equalities through continued curriculum focus.
* By April 2026 all staff will have increased their awareness of the revised Child protection and Safeguarding Practice and the Promoting Positive Relationships (PPR) Policy ensuring that all children benefit from a safe and supportive environment aligned with the principles of getting It Right For Every Child.
* By April 2026 all staff will have been introduced to the Quality Framework for Early learning and Childcare Sectors with initial embedding discussions underway to enhance self evaluation processes and improve outcomes for all children.
* Throughout the period all learners will continue to experience a nurturing, safe and respectful environment with positive feedback and wellbeing indicators improving by at least 10% reflecting our commitment to the ethos of Getting It Right For Every Child.
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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? |
| * We will measure progress through continuous monitoring of the establishment’s action plan with specific Articles of the Right Respecting Schools Framework identified at the start of each learning block.
* Progress for all pre school children (37%) will be tracked at key checkpoints in December, March and May to ensure the programme is having a positive impact.
* Children’s awareness of different cultures, beliefs and equalities will be evident in observations during learning experiences and children’s voices gathered through discussions and evidence will be recorded in Learning Journals and floorbooks. There will be an increase in children’s curiosity, respectful interactions and verbal, non-verbal expression of understanding about diversity.
* The Child Protection Audit will highlight areas of strength and those needing improvement, guiding targeted action. We will see stronger compliance with safeguarding standards and increased staff confidence in child protection procedures.
* Following the introduction of the Quality Framework we will use staff questionnaires, professional dialogue sessions to assess staff awareness, understanding and confidence. We will see positive change in staff responses, greater engagement with self-evaluation processes and evidence of ongoing improvements in practice. Overall continuous data collection and reflection through these methods will ensure we can monitor the programme’s impact and adjust approaches as needed to improve outcomes for all children.
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| * 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. 25 – Dec. 25Sept. 25 - Apr. 26Sep. 25 – Apr. 26Sept. 25 – Apr 26 |  | All staff & RR OfficerKeyworkersWorking group members.All staff & SLTWorking group members | Time for staff to re-visit the action planPersonal development for staff.Keyworkers being responsible for collecting data.Personal development and opportunity to upskill. |
| * Continue to build on racial literacy resources
* Make reference to the annual cultural beliefs/celebration calendar
* Develop and implement an equalities policy
 | Dec. 25Aug. 25 – Jun. 26Apr. 26 |  | Equalities Co-ordinatorAll staffEqualities Co-ordinator & DHOC | Money. Time.Calendar. Resources. Money.Time. |
| * Identify time to for staff to read CP policy and audit
* Update the audit
* Review our PPR Policy
* Reflect and ensure compliance of the Restrictive Practice Guidance from Care Inspectorate
 | Jan 26Feb 26Apr 26Apr 26 |  | All staffSLTSLTSLTAll staff | Time, policy and audit TimeTimeTime and a copy of the guidanceStaff discussion |
| * Access to the new framework
* Training for SLT
 | Apr 26Apr 26 |  | SLT and all staffSLT | Time and link to accessAttend training when available |

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| **Priority 3 Focus on Literacy, Numeracy, Health & Wellbeing**Improvement in skills and sustained, positive school-leaver destinations for all young people Choose an item |
| **National Improvement Framework Outcomes****1. Empowered and accountable education system supporting lifelong learning.****3. Inclusive curriculum and assessment for a sustainable future.****4. High achievement and reduced attainment gap for all learners.**[**Education - achieving excellence and equity: National Improvement Framework 2025**](https://www.gov.scot/publications/achieving-excellence-equity-2025-national-improvement-framework/pages/1/) |
| **How Good is Our School/Quality Improvement Framework ELC**1.3 Leadership of continuous improvement4.3 Children's progress3.3 Learning, teaching and assessment3.2 Curriculum3.1 Play and learning2.1 Children experience high quality spaces | **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** |
| * Comparisons with 2023-2024 of the developmental outcomes for Literacy and Numeracy show an increase in children feeling secure in listening and talking however a decline for reading, writing and numeracy. Data for the academic year 2024-2025 shows that 83% of our children were feeling secure in their learning for Health and Wellbeing outcomes.
 |
| **Expected outcomes for learners****Who? By how much? By when? What?** |
| * By June 2026 at least 72% of children will feel secure in their reading and writing skills improving on the decline observed in 2023-2024 as measured through observations, learning journals and child self-assessments.
* By June 2026 the percentage of children feeling secure in numeracy will increase by 10% reaching at least 67% or higher by June 2026 supported by targeted interventions and staff led numeracy activities.
* By June 2026 all children will demonstrate increased confidence and participation in listening and talking maintaining or exceeding the current positive trend observed in previous years.
* By June 2026 at least 90% of children will feel secure in their Health and Wellbeing outcomes, reflecting a 7% increase from the percentage recorded in 2024-2025 through enhanced wellbeing programmes and supportive learning environments.
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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? |
| * We will see pre school children demonstrating increased confidence and independence in reading, writing and numeracy with this progress captured through learning journals, floorbooks, staff observations and the transition record.
* Children’s Health and Wellbeing will improve with at least 65% of pre school children feeling secure in this area by June 2026. This will be evident through positive interactions, resilience, emotional literacy and wellbeing conversations.
* Children’s voice will be gathered regularly through discussions PATHs programme and reflective activities to help assess how secure they feel in their learning and how confidently they can share their thoughts and feelings.
* Tracking and the transition record will be reviewed every 12 weeks (October, February, May) alongside professional dialogue to ensure at least 90% of pre school children are secure in literacy and 67% in numeracy by June 2026 identifying both strengths and areas for improvement. We will see progress when children actively choose to engage in literacy and numeracy tasks during play, use an extended vocabulary and when both staff and families report noticeable improvements in children’s learning, wellbeing and confidence at nursery and at home.
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| **Tasks to achieve priority** | **Timescale**  | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Staff to become familiar with the outcomes for the transition record for school
* Observations to be relevant to the progress and development of individual children enabling keyworkers to make a professional judgment.
* Children’s voice recorded in learning journals, floorbooks and wall displays.
 | Apr 26Apr 26April 26 |  | SLTAll staffSLTAll staffAll staff | Transition recordTimeJudgements on what makes a good observationObservation paperwork, floorbooks |