Education – Improvement Planning Document 2023-24



Glenbrae Children’s Centre.

Academy

Establishment Name:

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

Signatures:

|  |  |  |  |
| --- | --- | --- | --- |
| Head of Establishment | Craig Scott | Date | June 23 |

|  |  |  |  |
| --- | --- | --- | --- |
| Quality Improvement Officer | Yvonne Gallacher | Date | June 23 |

Our Vision, Values and Aims

The Glenbrae Way

 Getting it right for our children and families.

Learning and growing together through child led play.

Equity and equality for all.

Nurturing and loving ourselves, each other and our community.

Building positive relationships.

Reaching for the stars and beyond.

(Having) Adventures, fun and being creative.

(Beginning and) Ending each day with smiles and hugs.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Improvements in attainment, particularly in literacy and numeracy | * By June 24 all staff will report that their understanding of the ICTT has increased from Weak to Very Good. * By June 24 all children involved have progressed in their communication and language by 75% | Re-visit approaches used to promote literacy and numeracy across the centre and reflect on how these can be enhanced. | Raise attainment across the curriculum, particularly in literacy and numeracy with a focus on developing outdoor play. |
| Closing the attainment gap between the most and least disadvantaged children | * By June 2024 effective partnership working involving practitioners, other agencies and parents/ carers will see an increase in parental engagement by 50% | Parents/ Carers will have opportunities to be more meaningfully involved in their child’s learning at home and at nursery. | Parents/ Carers will have opportunities to be more meaningfully involved in the nursery curriculum. |
| Improvement in children and young people's health and wellbeing | * By June 24 all staff confidence in supporting children and families affected by trauma will increase from Weak/ Satisfactory to Very Good. * By tracking the child’s journey on the GIRFEC Pathway in June 24 we will know if Children and families who experience/ have experienced trauma received the right support at the right time. | Introduce Forest Schools/ Nurture Nature programme. | Establish Forest Schools/ Nurture Nature programme. |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | * All children involved aged 3-5 and some 2-3 year olds will have had opportunities to participate in Woodworking by June 24. * By June 24 all children involved will see an increase in confidence when using tools, improved awareness of risk, fine motor skill development and improved creativity skills (Progression will be seen using traffic light assessment). | Introduce/ Reintroduce a programme which offers new skills in different contexts to children i.e. Sewing, Forest Schools/ Nurture Nature, Baking, Loose Parts etc. | Introduce/ Reintroduce a programme which offers new skills in different contexts to children i.e. Sewing, Forest Schools/ Nurture Nature, Baking, Loose Parts etc. |
| Placing the human rights and needs of every child and young person at the centre of education | * By June 2024 all staff understanding of what is meant by race equality and anti-racist education will increase from Weak/ Satisfactory to Very Good. * By June 2024 100% of adults and learners will see themselves in the Glenbrae curriculum. | Enhance staff, children’s and parents/ carers knowledge of UNCRC (potentially articles 27,28,29,30,31.) | Further enhance staff, children’s and parents/ carers knowledge of UNCRC (articles to be identified) |

*Stakeholder’s views*

How were stakeholders views collected?

At Glenbrae we work very hard to build positive relationships built on trust, honesty, respect, open communication and empathy. We strive to do our very best for our children, families and the local community; and value all feedback and suggestions on our journey of continuous improvement and growth. Throughout the year stakeholders views were gathered through:

* Formal and Informal discussions.
* Positive Relationships
* Self Evaluation
* Monthly phone calls/ updates.
* Emails.
* Learning Journals.
* Questionnaires.
* Team Around the Child (TAC) Meetings.
* Collaborative Meetings.

Plan –Session 2023-2024

|  |  |  |
| --- | --- | --- |
| **Priority 1** Improvements in attainment, particularly in literacy and numeracy  - | | |
| **NIF Driver**    Assessment of children's progress  Parental engagement | HGIOS/ELC QIs  1.2 Leadership of learning  2.2 Curriculum  3.2 Raising attainment and achievement | **UNCRC**  Article 3 (Best interests of the child):  Choose an item. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| *A high number of children are coming into nursery with delayed expressive communication. This is an observation that has been made by ELC practitioners and Health professionals. Our tracking information also showed in 22/23 that in Literacy: 35% of children are at the beginning of early level, 56% of children are at the middle of early level, 9% of children are at the end of early level. It is clear that there is room for improvement. The ‘I Can Talk Toolkit’ (ICTT) is a resource which can be used to support staff and parents/ carers to understand the basic building blocks of language and how the adults in a child’s life can help to develop these skills.* | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | | |
| • By June 24 all staff will report that their understanding of the ICTT has increased from Weak to Very Good.   * By June 24 all children involved have progressed in their communication and language by 75% | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | | |
| ICTT delivered to centre. | May 23 |  | Education services. |  | | |
| Depute attend information session. | June 23 |  | Depute. | Time and professional dialogue | | |
| SLT read ICTT pack | August 23 – June 24. |  | SLT | Time | | |
| Contact Paula McParland (SALT) to discuss and arrange staff training. | August 23 |  | HOC/ Depute |  | | |
| Depute share information with staff on in service day. | Aug 23 |  | Depute and all staff. | Time, ICTT | | |
| Audit of staff skills and confidence.  Audit of resources/ learning experiences. | Aug/ Sept 23  May/ June 24 |  | SLT  All Staff | Questionnaire and audit tool. | | |
| Consider where ICTT will sit with our enrolment packs/ PLP’s/ PCP’s and existing curriculum tracking tools. | August 23 – June 24. |  | Depute and one staff member from each room. | Time, Professional dialogue. | | |

|  |
| --- |
| **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? |
| * Increase staff knowledge, skill and confidence of ICTT from Weak to Very Good will be reported through questionnaire feedback. * The ICTT checklist will give a baseline in listening and attention, understanding, speaking and social development for communication. Areas of concern will be identified and a programme created. Following a period of input at nursery and at home using ICTT resources the child’s communication and language skills will be reassessed to see progress and next steps if required. |

|  |  |  |
| --- | --- | --- |
| **Priority 2** Closing the attainment gap between the most and least disadvantaged children and young people | | |
| **NIF Driver**  Parental engagement  School leadership | **HGIOS/ELC QIs**  2.5 Family learning  2.7 Partnerships | **UNCRC**  Article 5 (Parental guidance): |

|  |
| --- |
| **Rationale for change based self- evaluation including data and stakeholder views** |
| *At Glenbrae Children’s Centre we are committed to ensuring that we continue to meet the needs our children, parents/ carers, families and the local community appropriately at the right times. Within our catchment area there are a number of families who are at risk of disadvantage, poverty, mental health issues and have English as an additional language as well as other socio economic issues. It is well documented that these factors can have a negative impact on attainment. We have a responsibility to provide opportunities for our families to experience and meaningfully engage in family learning programmes which can reduce barriers and overcome disadvantages.* |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| By June 2024 effective partnership working involving practitioners, other agencies and parents/ carers will see an increase in parental engagement by 50% | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Information Session for all parents/ carers held. | September 23 |  | SLT and Practitioners. | Powerpoint presentation.  Auchmountain Halls hire.  Refreshments. |
| Parents Committee established.  Termly meetings held. | September 23  Sept 23, Nov 23, Feb 24, May 24. |  | SLT and Practitioners.  Parent Volunteers. |  |
| Link in with local services – Barnardos, Homestart, Mind mosaic, Inverclyde Libraries, Inverclyde Leisure, Inverclyde Libraries, Inverclyde Shed etc to create programme of monthly workshops.  Emphasis on what positive impact this can have at nursery and at home. (Questionnaire to find out what days/ times best suits parents/ carers and what themes they may find useful.) | August 23 – June 24 |  | SLT and Practitioners, Parents/ Carers,  Local organisations | Auchmountain Halls hire.  Refreshments. |
| Re-introduce Lending Library. | August 23 – June 24 |  | SLT and Practitioners.  Parent Volunteers. | Purchase resources for Lending Library. |
| Continue to monitor children’s attendance monthly. | August 23 – June 24 |  | HoC. | Seemis reports, Attendance letter. |
| Termly Stay and Play Sessions where staff can share skills, knowledge and experience with parents/ carers in a more informal setting. | October 23, February 24, March 24. |  | SLT and Practitioners. |  |
| Utilise Digital resources to improve parental engagement (See Digital Strategy) –  Continue to encourage engagement of Learning Journals.  Re-introduce SWAYS.  Make more use of Twitter #TheGlenbraeWay. | August 23 – June 24 |  | SLT and Practitioners. | Time, Professional Dialogue |

|  |
| --- |
| **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? |
| * Numbers in attendance at events will show levels of engagement. * Verbal and Written Feedback from parents regarding events and workshops will tell if the learning is being used at home with the children. * Inspired by Lending Library resources all children and adults will report an increase in meaningful parent/ carer: child interactions. |

|  |  |  |
| --- | --- | --- |
| **Priority 3** Improvement in children and young people's health and wellbeing. | | |
| **NIF Driver**  Performance information  School Improvement | HGIOS/ELC QIs  2.4 Personalised support  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 3 (Best interests of the child): |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| *Research shows that traumatic events are more frequently experienced by people in low socio-economic groups and from black and minority ethnic communities. As of June 2023 78% of families attending Glenbrae lived within areas of SIMD 1-3. Living in a deprived area increases the likelihood of children and families experiencing trauma at some point in their lives. It is important that as a staff team we are able to support our children and families should these situations arise. To ensure consistency across Glenbrae and the authority and to link in with national guidance we will follow the local authority Pathway for Trauma Informed Practice.* | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | | |
| By June 24 all staff confidence in supporting children and families affected by trauma will increase from Weak/ Satisfactory to Very Good.  By tracking the child’s journey on the GIRFEC Pathway in June 24 we will know if Children and families who experience/ have experienced trauma received the right support at the right time. | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| Staff who attended Jenny Nock Attachment training to share an overview with staff. | August In-Service Day |  | Fiona Brogan and Paula McGeachie. | Time, Professional dialogue, Attachment training notes. |
| Joint Support Team (JST) established and will meet termly. | August 23 – June 24 |  | Fiona Brogan, Educational Psychologist, ICOS, ELC Practitioner. | Time.  Minutes to be recorded and stored in GIRFEC Folder. |
| Audit of staff skills and confidence. | Aug/ Sept 23  May/ June 24 |  | SLT  All Staff | Questionnaire and audit tool. |
| Basic Staff Training   * NES Level 1 (Trauma Informed) "Sowing Seeds" animation * NES Level 2 (Trauma Skilled) e-modules: "Understanding the Impact of Trauma" and "Trauma in Children and Young People" | August 23 – June 24 |  | All Staff | Time, Digital Device |
| Advanced Staff Training   * 5 sessions of "Keeping Trauma in Mind" delivered by * Educational Psychology, play therapist and Nurture CMO   (alternatively online sessions delivered by Education Scotland)   * Additional bespoke practical training agreed with Educational Psychology following needs analysis | August 23 – June 24 |  | All Staff | Time, Digital Device |
| Sustainability   * Implementation group formed within establishment + CYP participation group. * Peer support network for those   involved in implementation across  establishments   * Trauma Lead will regularly attend ASN Leaders Network to update/receive updates on progress, issues, barriers etc. | August 23 – June 24 |  | Implementation Group to be decided.  ASN Leader. | Time, Professional dialogue. |

|  |
| --- |
| **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? |
| * An increase in staff skills, knowledge and confidence in TIP from Weak/ Satisfactory to Very Good will be reported through questionnaire feedback. * An increase in staff skills, knowledge and confidence discussing with/ supporting parents from Weak/ Satisfactory to Very Good will be reported through questionnaire feedback. * An increase in staff skills, knowledge and confidence in being able to support a child or parent/ carer who has experienced trauma or showing signs of this from Weak/Satisfactory to Very Good will be reported through questionnaire feedback. * Using our GIRFEC Pathway approaches we will evaluate each child’s GIRFEC Pathway journey which will show progress/ next steps – Following assessment a child may move up the Pathway (i.e. child moves from Universal to Collaborative), support will be put in place and the child may move back down the Pathway (Collaborative to Enhanced Collaborative). |

|  |  |  |
| --- | --- | --- |
| **Priority 4** Improvement in skills and sustained, positive school-leaver destinations for all young people | | |
| **NIF Driver**    School Improvement  School leadership | HGIOS/ELC QIs  3.3 Increasing creativity and employability | **UNCRC**  Article 31 (Leisure, play and culture): |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| *Introducing an embedding woodwork into our practice was planned for session 22/23 however due to staffing issues we were unable to implement this. Risky play has many benefits to learning and development including providing opportunities for challenge, testing limits, exploring boundaries and learning about injury risk. Woodworking is one example of this.* | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | | |
| All children involved aged 3-5 and some 2-3 year olds will have had opportunities to participate in Woodworking by June 24.  By June 24 all children involved will see an increase in confidence when using tools, improved awareness of risk, fine motor skill development and improved creativity skills (Progression will be seen using traffic light assessment). | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | | |
| Purchase resources. | Aug 23 |  | SLT | Cost of resources | | |
| Identify staff from each playroom to take this forward. | Aug 23 |  | SLT | Time. | | |
| Nominated staff read ’Introducing Woodwork in ELC’ document and agree on plan to introduce, implement and embed. | Aug/ Sept 23 |  | Nominated staff | Time, ’Introducing Woodwork in ELC’ | | |
| Create and share parents information leaflet. | Aug 23 – June 24 |  | Nominated staff | Time, Digital device to create leaflet. | | |
| Create centre risk assessment for Woodwork. | Aug 23 – June 24 |  | Nominated staff | Time, Digital device to create risk assessment. | | |
| Implement programme, record children’s learning and progress as required on Learning Journals. | Aug 23 – June 24 |  | All staff | Time, Digital device to access Learning Journals, Staff observations. | | |
| Review programme termly – 29/11/23, 27/02/23, 29/05/23. | Aug 23 – June 24 |  | SLT and nominated staff. | Time, Professional dialogue. | | |

|  |
| --- |
| **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? |
| * Woodwork will be a regular part of our ELC provision. * Staff skills and confidence in facilitating woodwork experiences will increase. * Increase in confidence when using tools, improved awareness of risk, fine motor skill development and improved creativity skills (Progression will be seen using traffic light assessment – red to orange, orange to green etc). |

|  |  |  |
| --- | --- | --- |
| **Priority 5** Placing the human rights and needs of every child and young person at the centre of education. | | |
| **NIF Driver**    School leadership  Teacher professionalism | HGIOS/ELC QIs  1.2 Leadership of learning  1.5 Management of resources to promote equity  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 2 (Non-discrimination): |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| *‘Equity and Equality for all’ is a key part of our aims, visions and values. Inverclyde’s demographic is constantly changing and these changes are bringing different races, religions and cultures to our local and wider community. As an ELC establishment we have a responsibility to ensure our ethos, practice and curriculum is inclusive and all adults and learners are empowered to develop an understanding of their own values, beliefs and cultures and those of others.* | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | | |
| By June 2024 all staff understanding of what is meant by race equality and anti-racist education will increase from Weak/ Satisfactory to Very Good.  By June 2024 100% of adults and learners will see themselves in the Glenbrae curriculum. | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | | |
| Professional dialogue to discuss Racial Literacy. | August 23 In-Service Day |  | All staff | Resources and information on Glow.  Improvement Questions – Education Scotland. | | |
| Audit of staff skills and confidence.  Audit of resources/ learning experiences. | Aug/ Sept 23 |  | SLT  All Staff | Questionnaire and audit tool. | | |
| Reading resources available for staff. | Aug 23 – June 24 |  | All Staff | * Ed. Scotland – Promoting and developing Race Equality and Anti Racist Education. * A’ Adams’ Bairns? ‘An Introductory Self Learning Tool on Anti-racist praxis for teachers and educators.’ | | |
| Cluster Half day training day for SLT | Aug 23 – June 24 |  | SLT and Cluster colleagues. | Time. | | |
| Staff visits to other establishments to see good practice. | Aug 23 – June 24 |  | All Staff. | Time, Professional dialogue. | | |
| Audit of staff skills and confidence.  Audit of resources/ learning experiences. | May/ June 24 |  | SLT  All Staff | Questionnaire and audit tool. | | |

|  |
| --- |
| **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? |
| * Increase staff confidence if broaching Race Equality/ Anti-Racist education with a stakeholder from Weak/ Satisfactory to Very Good. * Increase staff confidence in using right terminology when discussing Race Equality/ Anti-Racist education with a stakeholder from Weak/ Satisfactory to Very Good. * Increase how well our curriculum supports children and families of the black community, different cultures and faiths from Unsatisfactory/ Weak/ Satisfactory to Very Good. * Through an audit of our children and families, learning environment and resources we will know that every person that walks into Glenbrae will see themselves in our curriculum. |