Education – Improvement Planning Document – 2024-25

Establishment Name: Glenbrae Children’s Centre

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| Head of Establishment | Craig Scott | Date | 28.06.24 |

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| Quality Improvement Officer | Yvonne Gallagher | Date | 28.06.24 |

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 2024-2025

Session 2025-2026

Session 2026-2027

Overview of rolling three year plan

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| **National Priorities** | Session 2024-2025 | Session 2025-2026 | Session 2026-2027 |
| Improvements in attainment, particularly in literacy and numeracy | -3-5 planning process will be user friendly and streamlined but also be an effective tool in planning, providing, evaluating and planning next steps.  -Staff confidence and skill in learning and teaching, professional judgements and target setting will increase.  -All children aged 3-5 will benefit from even higher quality learning experiences.  -All children aged 3-5 will have opportunities to lead, talk about and record their own learning. | -Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 3-5 curriculum offer.  -Embed a 3-5 curriculum centred on the ELC tracking Tool.  -Focus on developing and enhancing our under 3’s curriculum. | -Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 0-3 curriculum offer.  -Embed a 0-3 curriculum centred on the ELC tracking Tool. |
| Closing the attainment gap between the most and least disadvantaged children | -3-5 planning process will be user friendly and streamlined but also be an effective tool in planning, providing, evaluating and planning next steps.  -Staff confidence and skill in learning and teaching, professional judgements and target setting will increase.  -All children aged 3-5 will benefit from even higher quality learning experiences.  -All children aged 3-5 will have opportunities to lead, talk about and record their own learning. | -Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 3-5 curriculum offer.  -Embed a 3-5 curriculum centred on the ELC tracking Tool.  -Focus on developing and enhancing our 0-3 curriculum. | -Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 0-3 curriculum offer.  -Embed a 0-3 curriculum centred on the ELC tracking Tool. |
| Improvement in children and young people's health and wellbeing | -All stakeholders will benefit from an educational establishment which has health and wellbeing at the heart of its ethos.  -All children and families will receive the right support at the right time. | -Continue to 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 | -3-5 planning process will be user friendly and streamlined but also be an effective tool in planning, providing, evaluating and planning next steps.  -Staff confidence and skill in learning and teaching, professional judgements and target setting will increase.  -All children aged 3-5 will benefit from even higher quality learning experiences.  -All children aged 3-5 will have opportunities to lead, talk about and record their own learning. | -Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 3-5 curriculum offer.  -Embed a 3-5 curriculum centred on the ELC tracking Tool.  -Focus on developing and enhancing our under 3’s curriculum. | -Continue to ‘adopt, adapt and abandon’ as we strive to enhance our 0-3 curriculum offer.  -Embed a 0-3 curriculum centred on the ELC tracking Tool. |
| Placing the human rights and needs of every child and young person at the centre of education | -Over the academic year 2024/2025 each child will be able to see themselves in their curriculum at Glenbrae Children’s Centre. | -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?**

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| 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.  Parent/ Carer Meetings.  Keyworker Meetings.  Positive Relationships.  Open Door Policy.  Welcoming Ethos.  Self-Evaluation.  Emails.  Learning Journals.  Questionnaires.  Team Around the Child (TAC) Meetings.  Collaborative Meetings.  Peer Review Process.  Twitter. |

Plan: Session 2024-2025

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| **Priority 1**  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): |

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| **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. 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 the end of academic year 2024/2025 all children will show a better understanding of different cultures through the curriculum. | |
| **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? | |
| Beginning, Middle and End of year audits will show an improvement of resources and learning experiences on offer.  All children will be aware of the importance of cultural celebrations, festivals and customs. This will be evident through staff observations, observations, Learning Journals, Children’s Care and Learning Plans.  All children will be able to show progress in RME 0-06a I am becoming aware of the importance of celebrations, festivals and customs in religious people’s lives. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Gather staff, parents/ carers and children’s views. | August 24 – June 25 |  | Equalities Co-Ordinator.  All staff.  Parents/ Carers.  Children | Pre, Mid and End Questionnaires, All About Me and Enrolment Packs |
| Implement Building Racial Literacy Action Plan. | August 24 – June 25 |  | Equalities Co-Ordinator.  All staff.  Parents/ Carers. | BRL Action Plan.  Review All About Me and Enrolment Pack.  £500 to purchase multi-racial resources/ signage |
| Create and implement an annual Cultural Calendar for the centre. | August 24 – June 25. |  | Equalities Co-Ordinator.  All staff.  Parents/ Carers. | Time to meet, discuss and create calendar. |
| Equalities Co-Ordinator continue to engage with Inverclyde Equalities Network. | August 24 – June 25. |  | Equalities Co-Ordinator.  All staff.  Parents/ Carers. | Equalities Co-Ordinator feedback to staff, parents/ carers as and when required. |

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| **Priority 2**  Closing the attainment gap between the most and least disadvantaged children and young people  Improvements in attainment, particularly in literacy and numeracy | | |
| **NIF Driver**  School leadership  Teacher professionalism  Parental engagement  Assessment of children's progress  School Improvement | **HGIOS/ELC QIs**  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Securing Children's Progress | **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** |
| The centre had its Local Authority Peer Review in April 2024. While many positives were observed the Peer Review team recommended that we:   * Further develop opportunities for children to talk about their learning journey and progression through providing opportunities such as floor books or individualised profiles. This includes developing a streamlined approach to planning with systems that support children to lead their own learning and record their voice. * Develop systems to track and record children’s progress particularly in literacy, mathematics and health and wellbeing to evidence children’s attainment over time. * Develop a more robust planning approach to identify specific targeted learning intentions for Literacy, Numeracy and Health and Wellbeing which will ensure that children’s targets are planned for across the playroom and further develop the assessment tracker to record children’s progress in Numeracy, Literacy and Health & Wellbeing.   This feedback validated our opinions that planning, tracking, assessment and gathering children’s voices could be better. The introduction of the new ELC Tracking Tool will drive this improvement. |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| Staff confidence and skill in child development, learning and teaching, professional judgements and target setting will increase by June 2025.  In academic year 24/25 all children aged 3-5 will make progress in literacy, numeracy and wellbeing. | |
| **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? | |
| Using pre, mid and post questionnaires:   |  |  |  |  | | --- | --- | --- | --- | | Child Development  47% of 15 who replied felt extremely confident. This will increase by 30%. | Learning and teaching  40% of 15 who replied felt extremely confident. This will increase by 30%. | Professional Judgements  20% of 15 who replied felt extremely confident. This will increase by 30%. | Target Setting  40% of 15 who replied felt extremely confident. This will increase by 30%. |   Through high quality learning and teaching and keyworker progress meetings we will:   |  |  |  |  | | --- | --- | --- | --- | |  | Health and Wellbeing | Literacy | Numeracy | | Pre School Children | May 24 86% at the End of Early Level. This will increase to 96% by May 25 | May 24 72% at the End of Early Level. This will increase to 82% by May 25 | May 24 78% at the End of Early Level. This will increase to 88% by May 25 | | Ante Pre school Children | May 24 27% at the Middle of Early Level. This will increase to 37% by May 25. | May 24 27% at the Middle of Early Level. This will increase to 37% by May 25. | May 24 27% at the Middle of Early Level. This will increase to 37% by May 25. | | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Staff attend ELC Tracking Tool training day and implement learning and tool. | October 24 – June 25 |  | All Staff | October In-Service day.  Time to implement tool, professional dialogue and reflection. |
| Staff attend Literacy Framework training day and implement learning and framework. | October 24 – June 25 |  | All Staff | October In-Service day.  Time to implement framework, professional dialogue and reflection. |
| Continue with implementation of ELC Dashboard. | Ongoing |  | All Staff | Laptop.  ELC Dashboard. |
| Develop staff skill in professional judgements in children’s learning and development. | August 24 – June 25 |  | All Staff | ELC Tracking tool.  Time for reflection and professional dialogue. |
| Develop staff skills in child led and child initiated learning and teaching. | August 24 – June 25 |  | All Staff | ELC Tracking tool.  Time for reflection and professional dialogue.  Cluster ‘Power Up your Pedagogy’ Training |
| Create an enabling environment in which children lead and document their own learning. | August 24 – June 25 |  | All Staff | ELC Tracking tool.  Time for reflection and professional dialogue.  Floor Books, Learning Journals. |

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| **Priority 3**  Improvement in children and young people's health and wellbeing | | |
| **NIF Driver**  School leadership  Teacher professionalism | **HGIOS/ELC QIs**  2.1 Safeguarding and child protection  3.1 Ensuring wellbeing, equality and inclusion | **UNCRC**  Article 3 (Best interests of the child): |

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| **Rationale for change based self-evaluation including data and stakeholder views** |
| *As of June 2024 79% 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, families and each other should these situations arise.* |
| **Expected outcomes for learners**  **Who? By how much? By when? What?** | |
| By June 2025 All children will make progress in health and wellbeing by 10%.  Child Protection and Safeguarding practice will be secure/embedded by June 2025. | |
| **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? | |
| Child Protection Audit will show that we are ‘in place and secure/ embedded’ in almost all areas (91%-99%) of Child Protection and Safeguarding.  Almost all staff’s skills, knowledge and confidence in Trauma Informed Practice will increase. This will show progress in HWB by 10%  Almost all children will have between 90%-100% attendance for the academic year 2024/2025. This will show progress in Lit, Num and HWB by 10% | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Implement the revised Child Protection Audit process on a termly basis. | August 24 – June 25 |  | Head of Centre.  All staff. | Revised Child Protection Audit.  HoC continue to engage with Child Protection Sub Group. |
| All staff continue with individual Trauma Informed Practice journey. | August 24 – June 25 |  | All Staff | Time for staff to complete online e-modules, laptop. |
| Continue to monitor children’s attendance monthly. | August 24 – June 25 |  | HoC. | Seemis reports, Attendance Procedure and resources/ leaflets. |

**Priorities Running Alongside SIP**

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| Priority/ How | What does Progress Look Like? | August 2024 Notes |
| **Word Aware**  - Word Aware Programme created.  - Staff meetings/ discussions ensure all staff are clear on roles and responsibilities.  - Training Refresh if necessary. | All children aged 3-5 will make progress in Literacy. |  |
| **SEAL**  - SEAL Programme created.  - Staff meetings/ discussions ensure all staff are clear on roles and responsibilities.  - Training Refresh if necessary. | All children aged 3-5 will make progress in Maths and Numeracy. |  |
| **Woodwork**  - Extend pilot programme from last year.  - Woodwork will become part of our continuous provision in 3-5 room. | All children aged 3-5 will have opportunities to participate in woodwork on a daily basis which will provide opportunities to develop skills in using tools, improved awareness of risk, fine motor skill development and improved creativity skills. |  |
| **Outdoor Play/ Forest Schools**  -Staff member attend Nurture Nature Training (LTL).  - 2 staff attend Fire Training and Outdoor Play training (BCG). | All children aged 3-5 and some aged 2-3 will have opportunities to experience high quality outdoor play experiences in nursery and local environments including den building, cooking on a fire, bug hunts. |  |
| **GIRFEC Pathway**  - Implement and embed new GIRFEC Paperwork and processes into our Girfec Pathway. | We will continue to meet the needs of all children through our Girfec Pathway. |  |
| **Self-Evaluation**  Through creation of an effective and robust self-evaluation processes | Progression will be clear and ‘Golden Threads’ of learning will emerge.  Self-evaluation will support improvement throughout the centre. |  |

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| Priority/ How | What does Progress Look Like? | January 2025 Notes |
| **Word Aware**  - Word Aware Programme created.  - Staff meetings/ discussions ensure all staff are clear on roles and responsibilities.  - Training Refresh if necessary. | All children aged 3-5 will make progress in Literacy. |  |
| **SEAL**  - SEAL Programme created.  - Staff meetings/ discussions ensure all staff are clear on roles and responsibilities.  - Training Refresh if necessary. | All children aged 3-5 will make progress in Maths and Numeracy. |  |
| **Woodwork**  - Extend pilot programme from last year.  - Woodwork will become part of our continuous provision in 3-5 room. | All children aged 3-5 will have opportunities to participate in woodwork on a daily basis which will provide opportunities to develop skills in using tools, improved awareness of risk, fine motor skill development and improved creativity skills. |  |
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| Priority/ How | What does Progress Look Like? | June 2025 Notes |
| **Word Aware**  - Word Aware Programme created.  - Staff meetings/ discussions ensure all staff are clear on roles and responsibilities.  - Training Refresh if necessary. | All children aged 3-5 will make progress in Literacy. |  |
| **SEAL**  - SEAL Programme created.  - Staff meetings/ discussions ensure all staff are clear on roles and responsibilities.  - Training Refresh if necessary. | All children aged 3-5 will make progress in Maths and Numeracy. |  |
| **Woodwork**  - Extend pilot programme from last year.  - Woodwork will become part of our continuous provision in 3-5 room. | All children aged 3-5 will have opportunities to participate in woodwork on a daily basis which will provide opportunities to develop skills in using tools, improved awareness of risk, fine motor skill development and improved creativity skills. |  |
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| **Self-Evaluation**  Through creation of an effective and robust self-evaluation processes | Progression will be clear and ‘Golden Threads’ of learning will emerge.  Self-evaluation will support improvement throughout the centre. |  |