

Early Years – Improvement Planning Document

Establishment Name: Glenpark Early Learning Centre

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Signatures:

Head of Establishment	Patricia Wylie	Date	July 2019
Depute Head of Establishment	Gaynor Wiggins		July 2019

Quality Improvement Officer	Linda Wilkie	Date	July 2019
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Our Vision, Values and Aims

Our Visions and Values:

At Glenpark we try to be the best that we can be,

Our Vision and our values are always clear to see

Parents, carers, children, staff, are equal - every one!

Play and share, grow and laugh, learning is such fun!

Our Aims:

To create successful learners, confident individuals, responsible citizens and effective contributors within the nursery.

To develop an open, welcoming and caring nursery in which all children feel nurtured, safe, active, healthy, achieving, included, respected and responsible

To foster high quality leadership at all levels through valuing & empowering all members of the community.

To create a child centred ethos.

3 Year Overview of 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 2018-2019

Session 2019-2020

Session 2020-2021

Overview of rolling three year plan

	Session 2018/19	Session 2019/20	Session 2020/21
Improvements in attainment, particularly in literacy and numeracy	Increase attainment and upskill staff in literacy, numeracy, health & well-being through outdoor learning	Prioritise the effects of attainment and monitor how new initiatives have impacted on children's learning	Cluster and Inter Authority Moderation to continue to provide a high quality service for the introduction of 1140 hours.
Closing the attainment gap between the most and least disadvantaged children	Further develop parental engagement and awareness of learning, ensuring high expectations for all children and families with particular focus on SIMD 1 & 2	Children working together in small groups e.g. peer buddy systems	Increased parental participation, learning through curriculum workshops e.g. literacy, numeracy
Improvement in children and young people's health and wellbeing	Introduce children and families to the importance and benefits of children learning outdoors	Introduce nurture programme to support emotional and social skills with the introduction of increased hours	Further develop staff understanding of children's health and wellbeing by introducing strategies e.g. Yoga and Mindfulness
Improvement in employability skills and sustained positive school leaver destinations for all young people (Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)	Develop children's confidence and skills in being able to communicate in different ways and become more confident when voicing opinions, contributing to discussions, active listening (communication)	Develop children's ability in working with and relating to others. Teamwork skills are developed in nursery and also through working with outside agencies for enterprising initiatives (teamwork)	Develop ICT for staff, parents and children to develop their future skills

Action Plan –Session 2019-2020

Priority 1 Improvements in attainment, particularly in literacy and numeracy

NIF Driver Assessment of children's progress Performance information Teacher professionalism	HGIOELC? 2.3 Learning, teaching and assessment 3.2 Securing Children's progress 2.6 Transitions	RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):
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Expected outcomes for learners which are measurable or observable

- Develop procedures to use starting point information in children's learning
- Systems in place to measure children's progress
- Systems in place to gather data to ensure progression
- Increase staff confidence when moderating with cluster primary schools
- Confident staff in delivery and understanding of literacy and numeracy outdoors
- Increased confidence in using appropriate terminology that supports children's transitions to school

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Staff training with Primary 1 colleagues on Literacy and Numeracy outdoors.	August 2019 ongoing	All staff Mind stretchers	All staff attending in-service training day with Primary colleagues.
1.2 Develop a system to gather information on a child's starting point to build on a prior knowledge.	August/September 2019	SMT Early Years Teacher	Develop a system to record child's starting point in learning
1.3 Further develop systems for collecting, measuring and analysing data	August – May 2019	SMT All Staff Early Years Teacher	Develop a system to sign post achievements in learning using children's individual tracker sheets and profiles. Opportunities for professional dialogue for all staff team to discuss professional judgments.
1.4 Staff involved in moderation activities to enhance learning and teaching in literacy and numeracy for early level outdoors.	Ongoing	SMT All Staff Primary 1 cluster school teachers	All staff working together on early level Experiences and Outcomes to work collegiality to enhance learning within early years, school and cluster moderation
1.5 Additional member of staff to be upskilled in the Froebelian Approach to Learning Outdoors	August 2019	Ailie Rankin	Ailie is undertaking the Froebelian Approach Course through Edinburgh University. This will enable Ailie to support staff by enhancing and role modelling excellent practice

Evidence of Impact

- Develop a system to track information at sign posts
- Data gathering to measure impact on children's progression on literacy and numeracy outdoors
- Observing, tracking and monitoring information through the planning process
- Professional dialogue between nursery staff and Primary colleagues to ensure progression and depth of learning
- Staff literacy and numeracy skills enhanced to ensure high expectations of all learners
- SMT and professional dialogue on children's progress in Literacy and Numeracy

Priority 2 Closing the attainment gap between the most and least disadvantaged children

NIF Driver Assessment of children's progress Parental engagement School leadership	HGIOELC? 2.7 Partnerships 1.4 Leadership and management of practitioners 2.4 Personalised support 3.2 Securing Children's progress	RRS Article 28: (Right to education): Article 3 (Best interests of the child):
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Expected outcomes for learners which are measurable or observable

- All children to make appropriate progress and development focusing on the individual needs of the child
- Information sessions will be developed for parents
- Parents will engage with staff, outside agencies when required
- Regular meetings between keyworker and parents to meet the needs of the individual child using Personal Learning Plans

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Systems in place to ensure children are achieving at their own individual age and stage of development	August 2019 Ongoing	SMT & Staff Outside Agencies	Staff will track and ensure that all children are getting targeted support when necessary.
1.2 Personalised support for individual children and family needs when necessary	August 2019 Ongoing	SMT & Staff	SMT and staff will support children and families through GIRFEC pathways

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			Staff work in partnership with parents to provide joint individual targets through children's Personal Learning Plans
1.3. Information sessions will be introduced for parents sharing curriculum information to support learning	Termly	SMT & Staff	Introduce a Children's Information Evening. Children showcasing the wide variety of curriculum experiences and learning taking place in the nursery.
1.4. Introduce parent workshops in order to develop partnership working with a particular focus on Numeracy and Literacy	August 2019 Ongoing	SMT & Staff	Staff taking leadership roles in different areas of curriculum development. Developing workshops for Bookbug, Story Grammar, Numeracy lending bags

Evidence of Impact
<ul style="list-style-type: none"> • SMT & staff will ensure that children and families are supported and receive appropriate pathways when required • Data gathering to measure progress • Parental questionnaire / feedback on workshops • Individualised Learning Stories to evaluate individual children's Personal Learning Plans • Professional dialogue for staff and external agencies

Priority 3 Improvement in children and young people's health and wellbeing

NIF Driver Assessment of children's progress School Improvement Parental engagement	HGIOELC? 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 2.2 Curriculum	RRS Article 28: (Right to education): Article 31 (Leisure, play and culture):
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Expected outcomes for learners which are measurable or observable

- Identify leadership role to support Health and Wellbeing throughout the nursery
- Develop staff knowledge on children's Emotional Literacy
- Develop staff understanding of Adverse Childhood Experiences (such as the rapture/repair process)
- Embed Yoga and Mindfulness into nursery practice

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Identify a leadership role for a member of staff to take on the role of Health and Wellbeing Co-ordinator and facilitator	August 2019 Ongoing	SMT Staff Member Outside Agencies	Staff members identified to take leadership roles in various aspects of Health and Wellbeing. One member of staff will be Health and Wellbeing Co-ordinator.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Upskill staff knowledge and understanding on Emotional Literacy	October 2019 In-service	SMT, Staff Educational Psychologist	Educational Psychologist Andrea Montgomery will deliver training for staff.
1.3 Disseminate ACEs training with whole staff team to further develop good practice	August 2019 Ongoing	SMT Early Years Teacher Staff	Early Years Teacher will disseminate information gathered from ACEs conference. Staff will participate in continuous professional dialogue regarding best practice in the centre.
1.4 Identify member of staff to take leadership role in implementing YOGA within the centre.	September 2019 Ongoing	SMT & Staff Parents, Children and local community	Staff member will undertake research and training to develop knowledge and understanding on implementing YOGA with the children.

Evidence of Impact

- Calm environment where children are engaged in learning
- Children able to express feelings
- Self-Evaluation
- Evidence in children's profiles
- Photographs, twitter

Priority 4 Improvement in employability skills and sustained positive school leaver destinations for all young people

(Please refer to QI 3.3 Creativity, skills for life and learning and digital skills)

NIF Driver School leadership School Improvement Assessment of children's progress	HGIOELC? 1.2 Leadership of learning 2.2 Curriculum 3.3 Developing creativity and skills for life	RRS Article 28: (Right to education):
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Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Nursery will achieve Rights Respecting School Award • Children being given a voice within the nursery • Children will take a leadership role as part of the nursery • Children showing a willingness to help and support others • All stakeholders involved in creating a Rights Respecting Ethos

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 SMT will research Rights Respecting School Award	August 2019	SMT	SMT will research the impact Rights Respecting School Award would have on the centre
1.2 Consult with Aileen Wilson Children's Rights and Information Officer	September 2019	SMT Aileen Wilson	SMT will meet with Aileen Wilson to gather information on how best to take RRSA forward

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.3 Training for all staff delivered by Aileen Wilson	Term 1	SMT All staff	Training package and research opportunities for all staff
1.4 Identify member of staff to liaise with Aileen and take on a lead role.	Ongoing	SMT Staff Member Aileen Wilson	Member of staff identified to disseminate information between Aileen and all staff members

Evidence of Impact

- Children who have the confidence to speak out and have their voice heard within the Centre
- Floor books, wall displays, photographs
- Visits within the community
- Discussion / feedback / evaluation forms