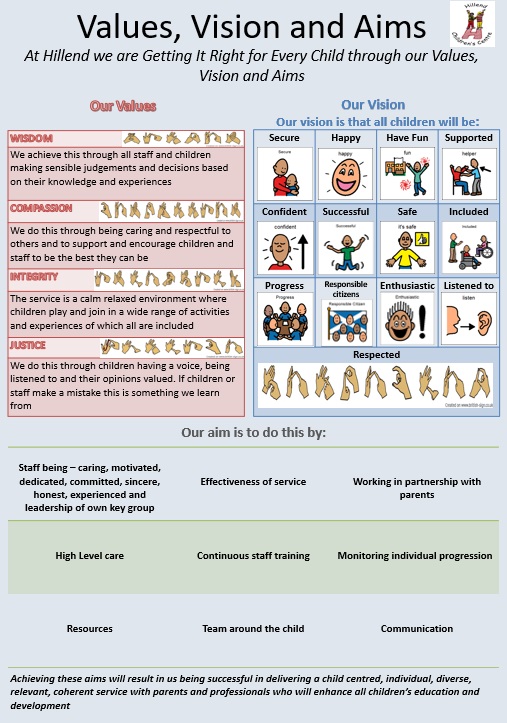
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|  | **Hillend Children Centre**  **Standards and Quality 2022-23** |

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| **Context of the establishment:**  Hillend is an integrated pre five centre which caters for children’s needs on an individual basis, encouraging them to play, grow and learn together. We believe in nurturing an inclusive environment where children will feel secure, happy and their individuality, ability and skills are valued.  Partnership with children, parents, carers, other agencies and the local community are essential to providing the best service we can for you and your child. Parents are central to their child’s learning and from this early point can share their knowledge of their child. Parents/Carers can be involved in many different ways in the centre and we hope they will be involved in as many of these as they can including playroom activities, workshops and meetings. We work effectively with our local schools to support transitions and continuous learning. |
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Our philosophy at Hillend is to be a place where adults feel welcome and children become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors.



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| National priority: How we are ensuring Excellence and Equity |
| Within Hillend Children Centre we deliver a flexible, inclusive quality service that adapts to meet the needs of individual children. All children have curriculum plans that are relevant and realistic in ensuring children can access and achieve appropriate learning and teaching experiences. These are created using assessments based on CFE early level or milestones documents and by setting relevant next steps in learning with parents. Using this process, 54% of the children are accessing early level programmes and all are making progress. 46% of the nursery’s children have additional support needs or differentiated plans. To allow for equity and inclusion, and to allow children to meet their potential, 15% of these children require additional personal learning plans, alongside Curriculum For Excellence (early level) and the other 85% of the children have complete personal curriculum plans and follow CFE milestones pathways. |

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| Children’s’ progress: |
| We have worked hard with parents to revisit their understanding of the importance of attendance, linked to life-long learning, through enrolment evening, workshops and publications.  Children’s attendance is as follows: 58% of children have above 90% attendance, 21% have above 80% attendance, 16% have above 70% attendance of which 50% have medical and the remaining 5% (3 children) are due to parental health issues, that we are working with to increase attendance.  Every block, approximately 8 weekly, we meet with parents to share learning and plan for next steps. We have had excellent feedback from parents on the layout of the floor books and content of the material within. Parents have said they understand the layout and learning intended to take place and can see the progress that the children have made. We have enhanced the floor books further and created a colour code system that allows staff to gather information and collate and add to floor book. This allows for all staff to have a consistent approach to planning and evaluating children’s learning. The floor books show that all children are making continuous progress in their learning and teaching. Tracking using Curriculum for Excellence pathways for the early level have been used to show the children’s consolidation of learning and have led to intentional teaching, which has been shared in collaboration with parents. These trackers show that all children tracked using these have made progress. We have created tracking pathways using the Curriculum for Excellence pathways, along with the extended blooms taxonomy process. All children requiring differentiated learning pathways have been baseline assessed using these and short term targets and strategies created in collaboration with parents before being implemented. We will use this process to identify progress as we reassess using pathways.  All children have a plan for next steps in learning that is planned with and agreed by parents and staff ensure there are a range of opportunities that allow children to reach their potential. |

**Review of progress for session 2022 – 23**

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| Establishment priority 1: Improvements in attainment, particularly in literacy and numeracy | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Parental engagement  Teacher professionalism | HGIOELC? QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  2.7 Partnerships  3.2 Securing Children's progress |
| **Outcome**: Increase parent’s participation in curriculum events and parent’s meaningful participation in children’s next steps in learning. Staff will then ensure that all children get resources to support next steps in learning, leading to raising attainment in literacy, numeracy and health and wellbeing before evaluating the learning and sharing again with parents.  **Progress and impact on outcomes for learners**:  Through working with families to improve attendance, reduce inequalities and raise attainment for all children. We began the children’s nursery journey with an induction day at nursery, which allowed the children to experience the nursery with their parents, before parents engaged in a curriculum workshop based on nurture and communication. We shared with parents that nursery is the beginning of CFE and their life long journey and how attendance has an impact on learning and teaching. Every child was offered a home enrolment visit with a manager and keyworker, 97.5% participated in this. The 4 children who did not take this up gave current family circumstances as the reason they did not want us to visit.  Almost all parents have meaningfully participated in curriculum discussions. Overall 63% of all parents attended 1 or both of our numeracy & literacy workshops and 100% of parents attended and agreed next steps in learning for their children. These are evaluated and shared with parents 5 times a year and the evaluations show the relevant progress the children have made. Using the milestones from CFE we have created relevant trackers for complex learners in maths, literacy and health & wellbeing. All children have been baseline assessed against these and new personal plans reflect the next steps in learning based on these trackers, giving every child their entitlement for CFE. All parents have met and agreed to these plans.  Using Inverclyde Councils progressive pathways tracker for literacy, all children within the integrated room are making very good progress linked to their next steps in learning. Our statistics show that 77% of all our children participating our Literacy programs are making very good progress, 9% of which are children with additional support needs. The other 20% are making good progress. Of this 20%, 50% are children with additional support needs and 3% (1 child) has an individual plan.  Using Inverclyde Councils progressive pathways tracker for numeracy almost all children within the integrated room are making progress. Our statistics show that 46.5% of all our children are consolidated and have made very good progress, one of which has additional support needs and 46.5% have consolidated at a good level, 3 of which have additional support needs. 7% (2 children) have individual programmes that are allowing them to progress at their own pace, 1 child of which has additional support needs.  Our literacy statistics have remained high and there appears to be a drop in numeracy. We have changed our recording to show consolidated learning only, therefore we do not have evidence of progress. We will revert to 3 stages (starting, getting there and got it) along with a maths focus to ensure we are getting it right for children. | |
| Next Steps:   * Adapt trackers to have a progressive process that shows progress before consolidated. * Moderate the impact of learning and teaching by monitoring and evaluating new trackers. * Ensure our resources enhance the opportunity for children to experience cultural diversity and racial literacy. * Research and source resources that will enhance children’s experiences in digital technology. | |

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| Establishment priority 2: Closing the attainment gap between the most and least disadvantaged children | |
| NIF Priority  Improvements in attainment, particularly in literacy and numeracy  NIF Driver  Assessment of children's progress  Parental engagement  School Improvement | HGIOELC? QIs  2.4 Personalised support  2.6 Transitions  2.5 Family learning  3.2 Securing Children's progress |
| **Outcome:** Almost all children will be tracked against a health and wellbeing tracker that will allow for early learning development using milestones from Curriculum For Excellence and ensure ongoing progression and challenge for children.  **Progress and impact on outcomes for learners**:  Senior Management Team, along with staff, reviewed and enhanced our health and wellbeing tracker to ensure progression and challenge for children. Almost all of our children are making very good progress in this area and parents of our ASN children have commented on how well they are doing and can see the progression they are making through the enhanced blooms taxonomy process.  All our children have health and wellbeing plans which were created collaboratively with families and, where appropriate, professionals and using Curriculum for Excellence early level or milestones document. All children have a baseline assessment against these pathways and a new planning format that plans the next steps in their learning.  Using progressive pathways created from Curriculum for Excellence for tracking Health and Wellbeing, all children are making progress. Our statistics show that 84% of all our children are consolidated and have made very good progress, two of which have additional support needs and 16% have consolidated at a good level, 3 of which have additional support needs. 6.5% (2 children) have individual programmes that are allowing them be supported in this area.  The nursery has re-established our lending library for literacy, reflecting on relevance and individual needs to ensure the resources are appropriate. The feedback sheets from parents have been very positive. | |
| Next Steps:   * Moderate the impact of learning and teaching by monitoring and evaluating new trackers * All children with additional support needs will be assessed against the health and wellbeing trackers and ongoing reviews will be done 5 times a year evaluating learning and planning collaboratively with parents. * Enhance our lending library to include numeracy resources. | |

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| Establishment priority 3: Improvement in children and young people's health and wellbeing | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  School leadership  Teacher professionalism  Assessment of Children’s Progress | HGIOELC? QIs  1.1 Self-evaluation for self-improvement  1.3 Leadership of change  2.3 Learning, teaching and assessment  3.1 Ensuring wellbeing, equality and inclusion |
| **Outcome:** 100% of the children will experience an additional language through songs and play, 52% of our children will follow the Spanish programme and will be able to name and identify a range of objects in this language.  26% of our staff (new) will receive training, mentoring and coaching in our literacy and numeracy programmes to increase their skill base and allow them to support children to reach their potential.  **Progress and impact on outcomes for learners**  All children have experienced Spanish and British Sign Language through song and play as part of their daily routine. All the children from the local community have started the Spanish programme and are able to greet each other, identify some body parts using Spanish and can sign days of the week, numbers and weather.  All new staff have been mentored in a range of communication methods including visual timetables, PECS, sign assisted English as well as having read our total communication nurture booklet and identified areas they need further training. 73.5% of the staff have identified that they have awareness of all aspects of the document and 26.5% have identified that they would require mentoring or training. All of those who require training started post 1140 hours and are the new staff. This has now been started.  All new staff are being mentored by a long term member of staff in a variety of subjects including assessment using trackers from Curriculum for Excellence/milestones, evaluating and planning next steps for children and creating personal curriculum plans, short-term targets and strategies. | |
| Next Steps:   * Continue to implement the Spanish Programme. * Continue to enhance the use of BSL by all children. * Moderate the impact of learning and teaching by monitoring and evaluating new trackers. * Develop trackers to show progression and not just consolidation. | |

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| Establishment priority 4: Develop Creativity skills for life and learning | |
| NIF Priority  Improvement in children and young people's health and wellbeing  NIF Driver  School leadership  Teacher professionalism  Assessment of children’s progress | HGIOELC? QIs  1.3 Leadership of change  1.1 Self-evaluation for self-improvement  3.1 Ensuring wellbeing, equality and inclusion  2.3 Learning, teaching and assessment |
| **Outcome**:  Children will have the opportunity to learn about different foods and plants and develop their own produce. Staff will research and purchase resources to support the development of our Frobel garden. Identify area for the implementation of woodwork programme.  **Progress and impact on outcomes for learners:**  Our outdoor area has not been developed due to the ongoing building works and the delayed handover of the building to Inverclyde Council. However, staff have developed a range of planters and beds that have allowed us to provide children with the opportunity to plant flowers and vegetables. We have used these within our fun with food programme and soup making. Our complex ASN room participated in the wildlife challenge in collaboration, looking at the life cycle of plants with their parents. They signed up for the 30 day programme and all children were encouraged to explore their environment. Every child received a certificate and the programme was linked into the transition book. They were offered choices of what to plant, dig, sow and grow, and had the sensory experience of farm to fork, to grow and taste.  5 staff completed the Frobel course, and shared their knowledge through learning displays and a sharing of good practice session, leading to a team of staff working on an outdoor development plan.  Staff have set up an outdoor woodwork classroom and this has been fully inclusive. All children have had the opportunity to take part in Inverclyde Council’s woodwork programme. The children have developed skills in using a range of tools safely and have planned, designed and created their own models. | |
| Next Steps:   * Once the builders hand the grounds over to us we will implement our action plan for planting and outdoor play. * Put electricity into the woodwork outdoor classroom. * Use plants and vegetables grown by the children to make soup. | |

**Key priorities for improvement planning 2023 - 2024**

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| What is our capacity for continuous improvement? |
| * To develop staff skills and abilities and enhance their current practice through embedding and becoming a trauma informed team, who will be able to support children to be self-regulating and resilient. * Implement a Single Agency Pupil Assessment & Planning document * Use the above Inverclyde GIRFEC guidance to update our process in line with this. * Enhance UNCRC, cultural awareness and racial literacy to support children in understanding the diversity of their world and their rights within it. * Enhance our outdoor learning to ensure high quality, cross curricular experiences and opportunities post refurbishment plan. * Research and source knowledge, information and resources to enhance children’s capacity for learning with the use of digital technology. * Enhance the children’s trackers through being able to see 3 stages of progress in children’s assessment of learning and teaching across the 3 cross cutting themes. |

**NIF quality indicators**

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| Quality Indicator | Establishment Self Evaluation | Key priorities for session |
| 1.3 Leadership of change | Very Good | Improvements in attainment, particularly in literacy and numeracy |
| 2.3 Learning, teaching and assessment | Excellent | Closing the attainment gap between the most and least disadvantaged children |
| 3.1 Ensuring wellbeing, equity and inclusion | Excellent | Improvement in children and young people's health and wellbeing |
| 3.2 Securing children’s progress | Very Good | Creativity, skills for life and learning |
| 3.2b Securing children’s progress | Good | Digital skills |

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| Key achievements of the establishment |
| * We delivered Literacy, Numeracy and Health and Wellbeing workshops to parents and a stay and play session to allow the children to show their parents how they learn through Literacy. * We had our Official Open day which Councillor McCabe officially opened along with staff showcasing our nursery and the children also gave a performance. * We researched local and national documents and created a tracker which we are piloting with all children, to be reviewed and put in place for August 2023. All children will then be tracked against Curriculum for Excellence, including milestones. * The children participated in sports day at our local sports centre with the parent’s invited and 92 % of parents attended. * We hosted a day for Grandparents to come into the nursery for a cup of tea, a bite to eat, a singalong and to spend some time in the playroom with their grandchildren. 54 grandparents participated. * 2 staff members have completed their BA this year, 1 has finished her 2nd year and 3 staff have finished their first year. * We raised £450.00 for the Greenock Hospice through having a raffle and a fun day * We received a highly commended Team of the Year award from Inverclyde Council * We were successful in being 1 of 3 nurseries in the finals of the Scottish Education Award for making a difference to children and families. * Face to face parents meetings regarding children’s learning have resumed, ensuring parents are fully involved. 96% of parents attended, these pre-arranged meetings. |