

Establishment Name: **Hillend Children's Centre**



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Values, Vision and Aims

At Hillend we are Getting It Right for Every Child through our Values, Vision and Aims

Our Values

<p>WISDOM </p> <p>We achieve this through all staff and children making sensible judgements and decisions based on their knowledge and experiences</p>
<p>COMPASSION </p> <p>We do this through being caring and respectful to others and to support and encourage children and staff to be the best they can be</p>
<p>INTEGRITY </p> <p>The service is a calm relaxed environment where children play and join in a wide range of activities and experiences of which all are included</p>
<p>JUSTICE </p> <p>We do this through children having a voice, being listened to and their opinions valued. If children or staff make a mistake this is something we learn from</p>

Our Vision

Our vision is that all children will be:

Secure 	Happy 	Have Fun 	Supported
Confident 	Successful 	Safe 	Included
Progress 	Responsible citizens 	Enthusiastic 	Listened to
Respected 			

Our aim is to do this by:

<p>Staff being – caring, motivated, dedicated, committed, sincere, honest, experienced and leadership of own key group</p>	<p>Effectiveness of service</p>	<p>Working in partnership with parents</p>
<p>High Level care</p>	<p>Continuous staff training</p>	<p>Monitoring individual progression</p>
<p>Resources</p>	<p>Team around the child</p>	<p>Communication</p>

Achieving these aims will result in us being successful in delivering a child centred, individual, diverse, relevant, coherent service with parents and professionals who will enhance all children's education and development

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

National Priorities	Session 2024-2025	Session 2025-2026	Session 2026-2027
<p>Improvements in attainment, particularly in literacy and numeracy</p> <p>Closing the attainment gap between the most and least disadvantaged children</p>	<p>Implementation of Inverclyde Council's skills assessment tracker. Develop staff training on Inverclyde Council's new Skills Assessment Tracker to track children's progress and development. Enabling staff to understand the key skills when identifying and setting appropriate learning targets for all. Utilising Learning Journals to assess and record children's progress.</p> <p>Children's participation, levels of engagement will increase and as a result children's attainment in literacy, numeracy and health and wellbeing will have increased.</p> <p>Differentiated individual personal learning plans for children with additional support needs will celebrate and show progress and skills.</p>	<p>Inverclyde council's skills assessment tracker will be fully embedded and children's developmental milestones will be understood by parents.</p> <p>The early years dashboard will be fully implemented and inform support and challenges through robust high quality data analysis.</p> <p>Our curriculum rationale will encapsulate Hillend's ethos and philosophy imaginatively and creatively.</p>	<p>Continue to focus on analysing data to inform areas for support or challenge, identifying targets for all children across literacy, numeracy and health and wellbeing.</p>
<p>Improvement in children and young people's health and wellbeing</p>	<p>All children will be experiencing high quality inclusive outdoor experiences that promote independence, creativity and diversity. Ensuring trauma informed practice is embedded in the life of the setting and that</p>	<p>Our outstanding outdoor space will be dynamic, fully inclusive and meeting the needs of all children.</p>	<p>Continue to embed and maintain trauma informed practice.</p>

	children and families are being supported and signposted at times within their lives that are particularly challenging.		Continue to maintain and drive forward our equalities and rights agenda.
Improvement in employability skills and sustained positive school leaver destinations for all young people		Further embed children's entrepreneurial skills through STEM opportunities.	
Placing the human rights and needs of every child and young person at the centre of education.	<p>Ensuring equity, equality and diversity threads throughout all areas of our learning within the establishment, as well as UNCRC.</p> <p>These will feature fully in our new vision, values and aims which all stakeholders will be aware of and have been consulted in.</p>	Our curricular process for children with additional support needs will be underpinned by all equalities and human rights.	Continue promoting inclusive integrated practice that breaks down barriers for all.

Stakeholder's views

How were stakeholders views collected?

- Staff Questionnaires
- Parental Questionnaires
- Consultation with Children (ongoing throughout the year)
- Children's personal learning plans – Children's progress meetings with parents
- Professional Dialogue with Outside Agencies
- SLT/Staff Support Meetings
- Twitter – Parental Comments
- Parents closed Facebook page
- Online journal comments are beginning to filter through
- TAC meetings and wellbeing assessments

Priority 1 and Priority 2 combined Improvements in attainment, particularly in literacy and numeracy Closing the attainment gap between the most and least disadvantaged children and young people		
NIF Driver Teacher professionalism Assessment of children's progress Performance information	HGIOS/ELC QIs 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing Children's Progress	UNCRC Article 3 (Best interests of the child): Article 28: (Right to education):
Rationale for change based self-evaluation including data and stakeholder views		
<p><i>Through Robust monitoring and self-evaluation processes involving the senior leadership team and all staff, it was evident that trackers/pathways used for children with additional support needs did not offer opportunities for progression, celebrate small success or allow for differentiation or individuality. Therefore, we collectively went back to basics with relevant documentation and legislation and this encouraged us to reflect, revisit and consolidate our processes to show differentiation and progression for every child.</i></p> <p><i>Our data told us that although the majority of children were making very good progress across literacy, numeracy and health and well-being, we have high expectations for all of our learners and endeavour to ensure all of our children are developmentally and emotionally ready for the next stage in their lives. Therefore, we feel as a team that the implementation of Inverclyde's new skills assessment tracker will allow children's educational and attainment stories to be told through the collection of rich relevant data with the introduction of the early year's dashboard.</i></p> <p><i>Through participation in rich Professional dialogue, staff meetings, self-evaluation, monitoring and environmental audits we identified the requirement to adapt our current environment to allow for more personalisation and choice as well as utilise the space we have both indoors and outdoors to offer opportunities for children to challenge and apply themselves in an environment rich with opportunity and creativity that will naturally allow them to consolidate their skills.</i></p>		

Expected outcomes for learners
Who? By how much? By when? What?

By June 2025 all of our ASN children will have a differentiated individual plan that shows collaboration, progress and exposure to a diverse curriculum.

By June 2025 All our staff will be upskilled, in regards to the new Inverclyde council skills assessment tracker, with all bluebells staff confident in using this to assess children's progress.

By June 2025 All our mainstream children's attainment statistics will have increased to 90% or above for literacy, Numeracy and health and well-being.

By January 2025 our environmental audits will show increased levels of engagement with almost all of our children accessing a continuous learning provision in an environment that is purposeful and full of opportunity.

By January 2025 all staff will have received literacy framework training and completed the self-evaluation tool that will inform practice.

Parental contributions through engagement within learning journals and or children's floor books will increase to 95% 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?

- Our self-evaluation processes, monitoring and environmental auditing will give us a clear understanding of how improvements to the extended opportunities to playrooms both indoors and outdoors, are impacting on children's ability to access high quality learning experiences.
- All learning opportunities should be skills based and underpinned by the skills assessment tracker providing children's opportunities to choose and extend their learning. This will be observed through learning walks, monitoring, floor books and Learning Journals.
- Staff confidence in assessing and setting skill based targets, will have increased, leading to meaningful and better outcomes for children.
- Inverclyde council's Literacy framework, will be evident throughout rich learning opportunities that support literacy.
- Continue to implement senior leader/key worker termly tracking meetings, to ensure almost all children are on target to meet their developmental milestones which identify children requiring support/challenge in their learning. These meetings will enable staff to gather accurate and valuable information that will lead to better informed, positive outcomes that will impact

children's learning.

- Analyses of questionnaires from parents, staff and partners will allow us to measure success and identify areas for improvement that are manageable, relevant and show impact.
- All of our children will be experiencing a curriculum rich environment which promotes inclusion, integration and diversity and will enhance their cognitive, social, emotional and physical development. Our qualitative and quantitative data will evidence this, as will direct observations and feedback.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>Identify and purchase resources in line with our recent audit tool to enhance our environment and allow for a high quality continuous provision.</p> <p>Continue to Reflect and monitor the environment throughout the year to measure levels of participation and engagement.</p>	July 2024 – June 2025		<p>All staff</p> <p>Clerical</p> <p>SLT</p> <p>Children</p>	<p>Time for staff to look online in catalogues to source suitable resources. Staff to replenish and adapt current areas using the audit and the skills assessment tracker.</p> <p>Learning walks by SLT will be scheduled, self-evaluation and monitoring pro forma completed by all staff. As well as data collected within high quality observations within learning journals and floor books.</p>
Upskill all staff on using Inverclyde Council's new Skills Assessment Tracker.	August 2024		<p>Senior leadership team</p> <p>All staff to participate in the training.</p>	The Senior leadership team will devise training, adapting the power point that was used with Heads, for all staff to ensure that they understand how the new Skills Assessment Trackers are used to track children's learning and gather data, professional dialogue

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
				regarding how we will record and share observations effectively. Also looking at the adult's role and high quality interactions.
Review and evaluate implementation of the new skills tracker, also the differentiated plans.	October 2024 – June 2025 (weekly planning meetings)		Staff Allocated member of the senior leadership team.	Self-evaluation and monitoring sheets to be completed at individual playroom weekly planning meetings to discuss progress, challenges and opportunities.
Tracking meetings between senior leaders, equity and excellence lead and key workers to discuss key group children and targeted support identified if required using literacy, numeracy, health and well-being programmes.	October 2024 – June 2025 Termly or before if required.		Staff SLT – partner agencies if required. Equity and excellence lead.	Key worker group pro forma sheets completed with individual information highlighting areas of support or challenge with actions identified and assigned to specific person with timescale, targeted support and programme agreed upon.
Distributed leadership opportunities will be encouraged, to take forward current and upcoming initiatives. Literacy framework to be led by Equity and excellence lead and implemented across the nursery.	August 2024 – June 2025		All staff SLT Equity and excellence lead	Training opportunities identified such as literacy framework, outdoor learning, rebound therapy, hydro therapy, sensory diet awareness, woodwork. This list is not exhaustive and will evolve depending on support needs required for children. Literacy Framework.
Parents workshops and stay and play sessions will be provided throughout the year on a wide range	September 2024 – June 2025		SLT	Our first parent's workshop will be to support parents with the use of learning journals. Followed by literacy,

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
of cross curricular experiences.			Staff Equity and excellence lead Partners External agencies	numeracy, health and well-being, also TAC PAC, baby beats, bucket time throughout the year. Questionnaires will be utilised for feedback as well as any other aspect of learning parents require to support their child.

Priority 3 Improvement in children and young people's health and wellbeing Choose an item		
NIF Driver School leadership School Improvement Choose an item.	HGIOS/ELC QIs 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion 2.7 Partnerships	UNCRC Article 2 (Non-discrimination): Article 31 (Leisure, play and culture):
Rationale for change based self-evaluation including data and stakeholder views		
<p><i>We have an outstanding outdoor space at Hillend and have made good progress to date, however through self-evaluation, outdoor audits and daily observations we have identified spaces that could be fully utilised more effectively. In an attempt to increase and embed integration, inclusion and independence for all our children, we have created an action plan that will allow us to achieve our vision.</i></p> <p><i>The partnership working between West College Scotland and ourselves was successful and has afforded us our own Hillend shop, and children are keen to begin selling their own produce from this, this will build other curricular areas into children's learning and skills for life.</i></p> <p><i>Everyone is respected and welcomed in Hillend and opportunities for integration is something that makes us unique. We will continue to build further on our practice. With new children attending in August 2024, we recognise the requirement to develop a robust weekly plan that will offer opportunities for interdisciplinary/integrated learning.</i></p> <p><i>We know that our participation in trauma informed practice has led to better outcomes for our children, families and staff, therefore, we feel as a team this is something we will continue to build on. Our trauma informed practice will be embedded in our daily practice and visible in the ethos of our establishment.</i></p>		

Expected outcomes for learners
Who? By how much? By when? What?

By June 2025 Almost all children will be benefiting from a rich learning outdoor environment on a daily basis.

By December 2024 All children will be involved in participating in entrepreneurial skills using the outdoor Hillend shop.

By January 2025 there will be an increase with Almost all children's participation in integrated experiences and planned programmes.

By June 2025 almost all children will be using self-regulating and co regulating strategies.

By June 2025 our average attendance data will show children's level of attendance to be 90% or higher.

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?

- Our effective use of outdoor audits will evidence significant improvements and clear designated areas for rest, exploration, risk, physical and sensory will be visible. Depth of learning will be evident through children's personal learning plans, Learning Journals and floor books, as well as this we will develop a daily process that will allow for children to make choices about where they want to play and learn. This will allow us to monitor and record significant aspects of learning.
- Parents, staff, partners and members of the community will be purchasing items from our shop created and sold by children. This will be evident in children's outcomes for learning.
- Children with all abilities and at different stages will have the opportunity to participate in experiences and develop their confidence to choose, supporting them to feel comfortable and have a willingness to care and support their peers in a nurturing manner. Attendance levels at integrated experiences will be high and recorded for data analyses.
- We will have a clear process in place which details strategies required to support children who are facing de-regulation or adverse childhood experiences through trauma. Staff will be well informed and equipped to support families who are facing or have faced traumatic experiences in their lives.
- Utilising Inverclyde Council's attendance strategy will ensure we are closely monitoring levels of attendance and providing support if and when required.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Staff member to be upskilled and take a lead role in disseminating knowledge.	August 2024		Allocated member of staff Learning through landscapes. Belville community gardens	Staff member will attend nature nurture training provided by Learning through Landscapes. Another member of staff will attend Dinky Digger training provided by Belville community gardens. Following these, staff will disseminate the training to colleagues. Resources to be purchased in line with training recommendations.
Outdoor area to be planned and resourced daily.	August 2024		All staff SLT	A coherent daily plan to be developed between all rooms on resourcing the outdoor area daily, pro forma to be created by SLT.
A programme of integrated experiences will be timetabled across the week.	August 2024 – June 2025		All staff SLT Children Partners if relevant	Although spontaneous integrated experiences happen naturally within Hillend, SLT and staff within all playrooms will develop a timetable for planned integrated programmes to be fully embedded across the nursery.
A free flow approach for children's play experiences will be adopted one day a week that will promote personalisation and choice for all children.	September 2024 – June 2025		All staff Children SLT	All outside gates will be open for children to choose where they wish to play and learn, staff will be deployed across the space to allow for independence as well as ensuring all children are safe.
Stay and play sessions provided for parents to enhance children's opportunities by working collegiately with parents.	September 2024 – June 2025		All Staff SLT Dinky Diggers	Staff will develop stay and play session for parents on specific outdoor experiences. Dinky diggers to provide tailored stay and play sessions.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Children to create develop, grow items to be sold from Hillend shop throughout the year.	June 2025		Children All staff	Resources to enable children to continue to use their imagination to create items to sell as well as raising their awareness across all areas of the curriculum.
Develop a procedure to support all staff to be consistent with methods on self-regulation and co regulation and continue to embed trauma informed practice across the setting. Identify other trauma training opportunities across the year to stay fully informed.	August 2024 – June 2025		All staff SLT	All staff to be involved in a solution focused session on trauma informed practice on the in-service day in August. From there a working group will develop the procedure that and all practitioners will use as a support.

<p>Priority 4 Placing the human rights and needs of every child and young person at the centre of education Choose an item</p>		
<p>NIF Driver School leadership School Improvement Teacher professionalism</p>	<p>HGIOS/ELC QIs 1.3 Leadership of change 2.1 Safeguarding and child protection 3.1 Ensuring wellbeing, equality and inclusion</p>	<p>UNCRC Article 4 (Protection of rights): Article 2 (Non-discrimination):</p>
<p>Rationale for change based self-evaluation including data and stakeholder views</p>		
<p><i>To ensure we are getting right for every child, family and staff member, in session 2024/25 we will be involved in the Local Authority Peer Review Process. This will help to identify our strengths and areas for improvement.</i></p> <p><i>Self-evaluation processes allowed us to review our vision, values and aims and as we move forward a key priority will be to work in collaboration with all stakeholders to re visit, refresh and develop more relevant and streamlined visions, values and aims that is bespoke to our establishment.</i></p> <p><i>The diversity and needs of the children within Hillend require us to continually reflect and evaluate the equity and equality processes that are in place that will support us to provide this high quality integrated and unique service.</i></p> <p><i>Through the high level of authority support, using the new child protection audit, we have reflected upon our current review and self-evaluation processes in relation to this.</i></p>		

Expected outcomes for learners

Who? By how much? By when? What?

By December 2024 we will have confirmation, through participating in our peer review, that our policies and procedures are clear, appropriate and ensure the care and welfare of all stakeholders within our service.

By June 2025 begin to embed our new vision, values and aims across the Nursery by aligning systems such as newsletters, workshops, twitter and nursery website. All stakeholders will be able to articulate our vision and values, resulting in a shared ethos.

By June 2025 our environment will promote understanding and appreciation of difference in diversity for all stakeholders within Hillend

By June 2025 all practitioners will have increased knowledge and understanding of Building Racial Literacy within the Centre, impacting positively on the learning environment.

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?

- Participation in the Peer Review process will help to consolidate identified strengths and plan from identified areas for improvement.
- Our vision, values and aims will be fully embedded and current for all our stakeholders, where everyone's voice has been listened to and represented. This will be visible throughout the setting.
- Ongoing use of the child protection audit will ensure that our service is underpinned by robust safeguarding measures and the feedback received from our peers at the time of our review will have a positive outcome.
- Hillend children's centre will be a fully inclusive environment that values, respects and celebrates everyone's individuality. The centre will be rich with diverse display's, resources and signage that will reflect the children, families, staff and wider community, that are involved within the life of the centre.
- Our self-evaluation process, audits, children's personal learning plans and high quality observations will evidence this.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
<p>All stakeholders will be consulted to gather thoughts and opinions in regards to the ethos and philosophy of Hillend:- ‘What does it mean to individual people.’</p> <p>All information will be collated and a common theme identified that will inform our new vision, values and aims.</p>	<p>July 2024 – October 2024</p> <p>October 2024 – January 2025</p>		<p>All staff</p> <p>Children</p> <p>Parents</p> <p>Partners</p> <p>SLT</p>	<p>Wall display in the nursery (staff room) to gather staff ideas.</p> <p>Questionnaires sent out to parents and partners to gather their feedback.</p> <p>Use group discussions and visual representation to gain children’s views.</p> <p>Senior leadership team will present our new vision, values and aims to all stakeholders and will begin to embed these throughout the setting.</p>
<p>Participate fully in our peer review in early autumn, and accept any improvements that be identified.</p>	<p>Autumn 2024</p>		<p>Peer review team</p> <p>All staff</p> <p>Children</p> <p>Parents</p> <p>Partners</p> <p>Other professionals</p>	
<p>A more in depth audit of our environment in relation to equality and diversity.</p>	<p>August 2024 – October 2024</p>		<p>SLT</p> <p>Equalities working group</p> <p>Children</p> <p>Training providers</p> <p>Inverclyde equalities</p>	<p>Time to complete audit pro forma such as Early years inclusive environments good practice audit.</p> <p>Establishment self-evaluation checklist.</p> <p>Relevant documentation and</p>

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
			coordinator network.	legislation.
Upskill staff knowledge and understanding on building racial literacy.	August 2024 – June 2025		SLT All staff Education Scotland Cluster colleagues	Identify and engage in appropriate training opportunities. Equalities coordinator to source relevant information and provide staff with updates and training.
Continue to reflect and think creatively while building UNCRC children’s right into our daily practice that will filter through all our improvement priorities.	June 2025		SLT All staff	All documentation and legislation relating to UNCRC, including Seeds for change developing global citizens through play.

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