

# Early Years – Improvement Planning Document

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Establishment Name:

Larkfield Children's Centre

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Signatures:

Head of Establishment	Theresa McGoldrick	Date	July 2019
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Quality Improvement Officer	Linda Wilkie	Date	
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# Our Vision, Values and Aims

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## **Our Vision for Larkfield Children's Centre is:**

To provide a high quality and inclusive service for all our children and families and to enable children to become Successful Learners, Confident Individuals, Effective Contributors, and Responsible Citizens and develop their skills for life and work.

## **We aim to carry out our vision by:**

- Providing a safe, caring and motivating learning environment.
- Providing fun and relevant learning experiences that allow children to engage in their learning.
- Promoting positive relationships with all stakeholders.
- Working effectively as a team to ensure high quality care and learning is delivered whilst being committed, knowledgeable and enthusiastic.
- Providing the best possible support and outcomes for all our families within our service and in the community
- Provide support and better outcomes for all children to reach their full potential.
- Ensuring parent/carers are involved and engaged in all aspects of their child's learning.

## **Our Values**

- Promote all round respect to ensure children, parents and staff respect and value each other.
  - Promote an ethos of trust and confidentiality within the centre.
  - Ensure all families feel included, accepted and are confident that their views and opinions are valued.
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## 3 Year Overview of Priorities

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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 2017-2018

Session 2018-2019

Session 2019-2020

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# Overview of rolling three year plan

	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	<ul style="list-style-type: none"> <li>Continue to raise attainment in literacy, focusing on phonological awareness and listening skills</li> <li>Continue to raise attainment in numeracy using SEAL assessment tool</li> </ul>	Continue to improve children's literacy and numeracy skills	Implement Inverclyde Progression Pathways in Literacy, Numeracy and Mathematics
Closing the attainment gap between the most and least disadvantaged children	<ul style="list-style-type: none"> <li>Continue to use GIRFEC pathways to support all children and families to meet their individual needs</li> </ul>	Continue to improve practice to close the attainment gap	<p>Apply the Froebel approach to develop practice that supports children and families</p> <p>Prepare for implementation of Nurture Programme for the whole establishment</p>
Improvement in children and young people's health and wellbeing	<ul style="list-style-type: none"> <li>Continue to raise attainment in health and wellbeing by providing stimulating resources to encourage and motivate all children to participate in their learning outdoors</li> </ul>	Continue to improve children's health and wellbeing	Improve children's Health and Wellbeing through implementing the Forest Schools approach
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)	<ul style="list-style-type: none"> <li>Creating opportunities to develop skills for life and learning by allowing children to participate in litter programmes both within the nursery grounds and the wider community</li> </ul>	Continue to improve children's skills for life and learning	To establish relationships between local community and nursery, to further develop children's skills for life, and retain our Eco Green Flag status.

# Action Plan – Session 2019 - 2020

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress Parental engagement Choose an item.	<b>HGIOELC?</b> 2.2 Curriculum 2.3 Learning, teaching and assessment 3.2 Securing Children's progress 2.7 Partnerships	<b>RRS</b> Article 3 (Best interests of the child): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>Using the Inverclyde Progression Pathways and the SEAL approach will ensure progression within children’s Literacy, Numeracy and Mathematic skills, at their pace of learning.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Staff will receive training on Inverclyde progression Pathways from EYT	Aug 19 – Jan 20 Termly	3-5 room staff SMT EYT	Progression Pathways Time Professional dialogue Meetings

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Staff will receive training on the SEAL approach (From the Attainment Team)	Oct 19 (Confirm details) Termly	3-5 room staff SMT	Time Attainment Challenge Team Training space

#### Evidence of Impact

- All staff within the 3-5 room will be knowledgeable and confident in using the Progression Pathways and SEAL approach as tools to help raise attainment and to track children's progress.
- Children's PLP's will show progression in Literacy, Numeracy and Mathematics, at their own pace of learning.
- Next steps in learning will be evident within the children's PLP's at their own pace of learning.
- SMT and staff monitor PLP's

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> Assessment of children's progress School Improvement <i>Choose an item.</i>	<b>HGIOELC?</b> 2.4 Personalised support 2.3 Learning, teaching and assessment 2.7 Partnerships <i>Choose an item.</i>	<b>RRS</b> Article 3 (Best interests of the child): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>By embedding Froebelian principles, all children particularly children within SIMD 1&amp;2 areas, learning will be enhanced, more meaningful and connected to experiences that reflect their personal choice and interest to reduce the attainment gap.</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Learning environments will be further adapted to the needs of the children and be more aesthetically pleasing.	July 19 – Oct 19 Monthly	All staff SMT	Time New resources (natural)

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Staff will further develop their knowledge and understanding of Froebelian practice.	Ongoing Monthly	All staff SMT	Time for professional dialogue Meetings Moderation CLPL In-service training
1.3 Professional learning visits to take place	Aug 19 – Jan 20 Termly	All staff SMT	Staff to participate in visits Staff to engage in professional dialogue Sharing of experiences Visits to be arranged

#### Evidence of Impact

- Children will show greater motivation and be more connected to their learning.
- Staff will have an increased knowledge on Froebelian principles and how this impact on children’s learning and development.
- Learning environments will be designed to promote curiosity, enquiry and creativity as well as promoting independent learning.
- SMT and staff monitor practice



<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School Improvement Parental engagement Choose an item.	<b>HGIOELC?</b> 1.3 Leadership of change 2.2 Curriculum 3.1 Ensuring wellbeing, equality and inclusion Choose an item.	<b>RRS</b> Article 12 (Respect for the views of the child): Article 31 (Leisure, play and culture):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children’s Health and Wellbeing will be enhanced through daily access to the outdoor areas</li> <li>• Children will show increased confidence and self-esteem as they will be leading their own learning and planning their next steps.</li> <li>• Staff will have increased knowledge and be confident in delivering the Forest Schools approach</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
1.1 Specific outdoor area identified for Forest School approach	July 19	Senior EYECO Eddie Montgomery – Property services	Communication Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 Risk assessment carried out on identified grounds for Forest School	July 19 Monthly	Gerry Mitchell – (Health & Safety)  Marian Burns (Former forest schools trainer) Gerry Mitchell (Health & Safety)	Communication Professional dialogue
1.3 Training for all staff of the Forest Schools approach	Aug 19 – Ongoing When required	Marian Burns (Former Forest Schools trainer) All staff	Training space Professional dialogue Finance (Travelling expenses)
1.4 Establish an implementation team for Nurture Programme to be rolled out Aug 2020	Sept 19	Ed Psychologist Anne Kane	Communication Professional dialogue
1.5 One hour taster session to be arranged for all staff	May 20	Ed Psychologist Anne Kane	Communication Professional dialogue

#### Evidence of Impact

- Children will participate in outdoor learning on a daily basis
- Children's PLP's will show evidence of progression and daily outdoor play and learning
- Staff will have increased knowledge, and be confident in delivering the Forest School approach
- Nurture implementation team will be trained to undertake self-evaluation of nurture development, starting 2021
- Monitoring and sel-evaluation

<b>Priority 4</b> 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)		
<b>1. NIF Driver</b> 2. School Improvement 3. Teacher professionalism 4. <i>Choose an item.</i>	<b>5. HGIOELC?</b> 6. 2.2 Curriculum 7. 2.7 Partnerships 3.3 3.3 Developing creativity and skills for life 8. <i>Choose an item.</i>	<b>9. RRS</b> 10. Article 28: (Right to education): 11. Article 31 (Leisure, play and culture):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children will participate in environmental projects within the local community</li> <li>• Children will have an increased understanding of how to grow and care for plants</li> <li>• Children will have a greater understanding of equity, respect and an awareness of the roles individuals have within their community</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Funding applied for and awaiting outcome (Food for Thought – Working in the Community)	Oct 19	All staff All children Members of the public	Kay Clark (Funding Development Officer)

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.2 All children will be actively engaged in regular planting programmes within the nursery environment/wider community	Aug 19 – Ongoing Termly	All staff All Children Parents	Planting resources and materials ECO Action plan Insurance forms
1.3 Dialogue with Linda (Social Coordinator) from Larkfield View to arrange visits	End of Sept 19 (Visits starting after October break)	Depute Linda (Larkfield View)	Communication Diary Plans Professional dialogue
1.4 Children will be engaged in regular visits to local Care Home	Oct 19 - Ongoing Termly	3-5 Room staff and children	Transport (Possibly) Plans (Dates and place) Variety of activities Insurance forms

### Evidence of Impact

- All children will be engaged in a range of environmental programmes, allowing them to develop skills for life
- Children will have a greater awareness and understanding of intergenerational partnership working
- Self-Evaluation