

Education – Improvement Planning Document 2024-2025

Establishment Name: Larkfield Early Learning Centre

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Head of Establishment (Acting) HOC	Dorothy McCormick Patricia Wylie	Date	05/07/2024
Depute Head of Centre	Angela Henderson		05/07/2024

Quality Improvement Officer	Yvonne Gallacher	Date	05/07/2024
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Our Vision, Values and Aims

Vision

At Larkfield Early Learning Centre, we foster a fun, happy and safe environment for all our children and staff. We prioritise positive relationships through a nurturing and inclusive pedagogical approach, ensuring that children are respected and feel loved.

Our Values

Nurturing

Transparency

Teamwork

Professionalism

Enthusiasm

Our Aims (How we will carry out our vision)

- We will provide a safe, nurturing and motivating learning environment, where children can flourish and grow.
- The learning experiences we offer our children will be fun and relevant.
- We will promote positive and nurturing relationships with our children, families and partner agencies.
- We promise to be transparent and communicate effectively while working in partnership with children and their families.
- We will work effectively as a team, to ensure that we provide the highest standard of care and learning.
- All staff will show enthusiasm, professionalism and commitment to achieve the highest possible standards.
- We will provide children with free flow daily access to outdoor play, where they will be supported and encouraged to make decisions and manage risk.

We will ensure that parents are supported and involved in all aspects of their child's learning.

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
Improvements in attainment, particularly in literacy and numeracy	Implement Inverclyde Council's new Skills Assessment Tracker and upskill staff's knowledge and understanding on creating a rich learning environment. Enabling more skilful and accurate tracking of learning leading to more purposeful, individualised planning and increased outcomes for all children.	Assess and implement new strategies to develop numeracy within the learning environment. Provide opportunities to increase staff and parental knowledge and skills relating to numeracy development.	
Closing the attainment gap between the most and least disadvantaged children	Increase attendance for all our children with particular focus on children living in SIMD 1 & 2 area. Using the new, Skills Assessment Tracker begin to collate appropriate data on literacy in line with the Authority launch of The Literacy Framework.	Improved attainment through embedding new programmes and increased opportunities for learners in the learning environment with a focus on Literacy, Numeracy, Health and Wellbeing.	
Improvement in children and young people's health and wellbeing	Establish a rights respecting learning environment which promotes dignity and inclusivity for all. Continue our STILT training journey to become a trauma informed centre. Access training and resources relating to racial literacy. Continue to upskill staff's knowledge and understanding on the revised Authority Child Protection audit.	Embed the rights respecting ethos throughout the setting to further enhance our wellbeing practices. Embed our Trauma informed practice. Embed Racial Literacy practices.	

Improvement in employability skills and sustained positive school leaver destinations for all young people			
Placing the human rights and needs of every child and young person at the centre of education			

Stakeholder's views

How were stakeholders views collected?

- Staff took part in professional dialogue collegiately around the vision, values and the direction of the service.
 - Parental views were gathered during child's progress meetings and Stay and Play sessions, as well as through daily conversations. This information showed that parents were satisfied and some highly satisfied with the service provided.
 - Parents have been engaging well with our re-introduced stay and play sessions. They have commented on how pleased they are that these sessions have returned.
 - Parents are providing feedback on their children's learning via the Learning journals system. This continues to be rolled out across the centre.
 - QR codes are being introduced which will allow parents to provide instant feedback via their smartphone.
 - The views of partner agencies will be collected through an online questionnaire.
 - Children's views on the service we provide will be collected through conversations with playroom staff.
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Plan: Session 2024-2025

<p>Priority 1 Improvements in attainment, particularly in literacy and numeracy Choose an item</p>			
<p>NIF Driver Assessment of children's progress School Improvement Choose an item.</p>	<p>HGIOS/ELC QIs 2.2 Curriculum 3.2 Securing Children's Progress Choose an item.</p>	<p>UNCRC Article 28: (Right to education): Choose an item.</p>	
<p>Rationale for change based self-evaluation including data and stakeholder views</p>			
<p>Self-evaluation of children's progression pathways identified that most children were making good progress in their HWB, Literacy and Numeracy. The introduction of the Authority New Skills Assessments Tracker will enable the SLT and staff to collate appropriate data to ensure almost all children are making very good progress in HWB, Literacy and Numeracy.</p> <p>Due to self-evaluation of playroom practice and environment on offer, we will upskill staff's knowledge and understanding on creating a rich learning environment where continuous provision will provide opportunities for all children.</p>			
<p>Expected outcomes for learners</p>			
Who?	By how much?	By when?	What?
<p>By June 2025 90% will be upskilled and confident in using the new Skills Assessment Tracker. Ensuring almost all staff are gathering data on children meeting their developmental milestones in HWB, Literacy and Numeracy. Therefore, impacting on the children learning experiences with at 70% of children meeting their developmental milestones in HWB, Numeracy and Literacy.</p> <p>By June 2025 almost all staff will be confident in creating a high quality learning environment where continuous provision is accessible for all children in order to ensure that we are meeting the needs of all individual children.</p>			

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?

Pre questionnaires will enable SLT to deliver relevant training to develop and build staff confidence in delivering and creating a stimulating rich learning environment where children are fully engaged in their learning. Almost all children will show increased engagement in their learning, by using a purposeful monitoring tool SLT will measure children’s level of engagement.

Using the new Skills Assessment tracker evidence will be gathered to ensure progression for all children. Staff will ensure that they are setting appropriate learning targets for children to achieve developmental milestones. Consultation and engagement with parents will ensure collaborative working between staff and parents to set appropriate targets for all children.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Upskill all staff on using the Inverclyde Council’s new Skills Assessment Tracker.	Aug 24		SLT Staff	SLT will devise training for all staff to ensure that they understand how the new Skills Assessment Trackers are used to track children’s learning and development and gather appropriate data.
Review of staff knowledge and understanding of Inverclyde Council’s new Skills Assessment Tracker. Early Years Manager will deliver training to the Early Years workforce to ensure understanding and knowledge on the new Authority Skills Assessment Tracker.	Oct 2024		SLT Staff Parents Early Years Manager	Staff questionnaires created to analyse staff knowledge and understanding on the current Skills Assessment Tracker, in order to make informed decisions on the need for any support required for staff. Whole staff team training by Early Years Manager to upskill staffs knowledge on the Skills Assessment tracker.
Increase staff knowledge and understanding on gathering data from Skills Assessment Tracker and how this is used to track their children’s learning.	Ongoing 24-25		SLT Staff	SLT will create monitoring termly tracker systems to ensure children are on track to meet developmental milestones and offer challenge or support when required.

<p>Priority 2 Closing the attainment gap between the most and least disadvantaged children and young people Choose an item</p>			
<p>NIF Driver Teacher professionalism Assessment of children's progress Choose an item.</p>	<p>HGIOS/ELC QIs 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion Choose an item.</p>	<p>UNCRC Article 31 (Leisure, play and culture): Choose an item.</p>	
<p>Rationale for change based self-evaluation including data and stakeholder views</p>			
<p>Self-evaluation of attendance has indicated that there has been a decrease in attendance across the whole establishment. Therefore, SLT will embed robust procedures to intervene early to address any frequent absences.</p> <p>Speech, communication and language skills are crucial to increase children's life chances. Self-evaluation of literacy experiences throughout the centre has highlighted the need to upskill staff to embed new initiatives that will have a positive impact on raising attainment in children's literacy. The introduction of the Literacy Framework will continue to upskill staffs knowledge to enhance their practice on delivering high quality, literacy rich learning experiences for our children.</p>			
<p>Expected outcomes for learners</p>			
Who?	By how much?	By when?	What?
<p>Raise parent's awareness of the importance in attendance for all children with a focus of children living in SIMD 1&2 to 90% and above in order to ensure all children are meeting their developmental milestones.</p> <p>By June 2025 all staff will be upskilled and confident in using the Skills Assessment Tracker to ensure at least 75% of all children are meeting their developmental milestones in HWB, Literacy and Numeracy.</p>			
<p>Measure of Impact: What we will see and where?</p>			
<p>How will we measure this? What does "better" look like? How will we recognise better when we see it?</p>			
<p>Increase parental engagement by highlighting the benefits of very good attendance and the critical role attendance plays in their child's education. Increase in attendance for children living in SIMD 1&2 from 75% to 90% % and above in order to ensure all children are meeting their termly targets that are set collaboratively with staff and parents.</p>			

Staff will be more skilled in setting appropriate learning targets for all children’s individual Personal Learning Plans through initiatives such as a supervision programme that supports development of their practice. We will see their confidence increase in providing experiences that support children in meeting their targets. Almost all children will achieve their individual targets.

SLT and staff will work collegiately with parents to identify and set relevant targets for each individual child’s age and stage of literacy development. Therefore increasing staff confidence to 100% and ensuring that 95% of all parents will more involved in their child’s learning.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Further enhance attendance procedures by monitoring children’s attendance	Aug 2024		SLT Clerical	New attendance paperwork and procedures put in place. Clerical and all staff aware of the Inverclyde Authority Attendance Strategy.
All staff aware of SIMD 1&2 children to ensure they are reaching their full potential. Monitor children’s attendance monthly.	Ongoing throughout the year due to monthly intake of children		SLT All Staff Clerical	Keyworkers aware of SIMD children in their group to ensure that they are making good progress in their learning. This will also ensure that appropriate support and challenges are offered when required. Our clerical will produce monthly attendance reports for SLT to monitor children’s attendance.
Develop staff awareness and understanding of the existing speech, language and communication barriers.	Aug 24		SLT All Staff	SLT will deliver in-service training on the various resources and tools to enhance children’s speech and language such as the introduction of the Literacy Framework and I CAN toolkit.
Implement rich learning experiences into all playrooms from Babbling Babies, Toddler talk and Chatting with Children from I CAN toolkit.	Ongoing throughout the year		SLT All Staff	Staff to embed rich learning experiences from the I CAN toolkit packs and Literacy Framework into every day practice in all playrooms.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Implement supervision programme to support and develop staff skills to increase their own pedagogical leadership skills to provide higher quality experiences that will raise attainment in speech, communication and language skills.	Oct 2024?		SLT All staff	SLT to create a robust and support driven supervision programme using the SSSC guidance, “Supervision Learning Resource”. Support staff to engage in and develop leadership at all levels. Signpost staff to helpful resources such as documents and online training, as well as support in understanding of Literacy Framework.

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 3.2 Securing Children's Progress 3.1 Ensuring wellbeing, equality and inclusion Choose an item.	UNCRC Article 4 (Protection of rights): Choose an item.
Rationale for change based self-evaluation including data and stakeholder views		
<p>In line with local authority priority on Trauma Informed Practice. Self-evaluation and SLT monitoring has identified the requirement to further develop staff knowledge and understanding of embedding Trauma into the ethos of the centre.</p> <p>In line with the local authority's priority to develop and inclusive curriculum, staff questionnaires indicated a need to upskill and develop confidence in becoming racially literate, effective at dealing with racism and confident in leading anti-racism.</p> <p>Further develop staff's knowledge and understanding on the revised Authority Child Protection audit to ensure that we are Getting It Right for Every Child within the centre.</p>		

Self-evaluation shows that there are improvements to be made in promoting children’s rights throughout the setting. Not all staff are aware of the UNCRC Rights of the Child.

Expected outcomes for learners

Who? By how much? By when? What?

By May 2025 100% will have a shared understanding of trauma informed practice and the importance of embedding this approach into practice, this will ensure all children have access to a learning environment which promotes and improvement in wellbeing through trauma informed practice. Therefore seeing an increase in 90% of children reaching their developmental milestone for their age and stage of development in HWB

By January 2025 upskill staff to become racially literate and integrate knowledge and understanding into playroom practice. Therefore, having a positive impact on inclusion and diversity for 100% of all children and families.

By August 2024 SLT and 100% of all staff will be aware of the Authority Child Protection audit and how this will impact on the centres policies and procedures. This will ensure that we have a skilled workforce who are confident in getting it right for all of our children and families, ensuring that 100% of children have access to appropriate supports.

By January 2025 1000% of staff will have an understanding of UNCRC rights of the child and have an understanding of how we can promote this in the setting. We will promote Children’s Rights to our parents to increase parents knowledge and understanding children’s experiences of having their rights respected in all aspects of their life.

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?

SLT monitoring and playroom observation will show that Trauma Informed Practice is evident within staff practice. 100% of all staff will be skilled in using strategies for individual needs of children.

Racially literacy will become embedded into our practice due to 100% of staff becoming knowledgeable and skilled in their understanding. Therefore, offering a more diverse rich learning environment for all children.

SLT and all staff will be confident in understanding and following the Authority Child Protection guidelines by ensuring staff are knowledgeable about child protection issues, enhancing their ability to respond effectively to any concerns that arise.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
SLT to undertake STILT training on Trauma Informed Practice.	Aug-Oct 2024		SLT	Online training courses

All staff will complete Trauma informed training modules	August 2024 July 2025		All Staff	TURAS online training programme
SLT and all staff will undertake training on embedding Trauma informed practice training.	May 2025		Educational Psychologist	Educational Psychologist In-Service Training Day
Continue to ensure PATHs programme fully embedded throughout the ethos of the centre.	August 2024 & ongoing throughout the year		All staff	PATHs programme
SLT to disseminate Building Racial Literacy learning and relevant information from local authority courses and online training courses.	Jan 2025		SLT	Local authority network group Online training courses on Building Racial Literacy
Increase understanding of racial literacy and work to ensure Larkfield ELC is welcoming and inclusive for all.	June 2025		SLT All staff Parents Children	Baseline assess staff's understanding of Racial Literacy Staff to access equality and inclusion CPL resources on SSSC CPL website. SLT access equality and inclusion resources for Managers on SSSC CPL website. Purchase resources that promote inclusion
Raise staff knowledge and understanding of the revised Child Protection guidelines.	August 2024		SLT All staff	Local Authority Child Protection guidelines and yearly Child Protection update.
Implement strategies and procedures that enhance our practice on Children's Rights to ensure we have a rights respecting learning environment.	Ongoing throughout the year		SLT All Staff	Staff questionnaires to assess baseline understanding of Children's Rights. Create a leaflet for parents outlining the importance of children's rights. Working group to be established to create an action plan for embedding children's rights into policy and practice.