

**Context of Rainbow Family Centre:**

*Rainbow Family Centre is located in the heart of the community in upper Port Glasgow, we currently have the capacity for children from 6 weeks old to 5 years and strive to provide the highest quality early learning and childcare in order to close the attainment gap. We foster innovative and creative approaches in achieving the best outcomes for children and their families. Our community wing affords us opportunities to provide a wide range of family learning experiences and adult learning courses that are inclusive to everyone in the family centre and the wider community. We endeavour to ensure that every child and family will be made to feel Safe, Nurtured, Respected and Included as well as to be given the opportunities to be Active, Responsible and Achieving.*

**Rainbow Family Centre's vision**

*At Rainbow Family Centre we strive to work continually in partnership with our local community, using a multi-agency approach to ensure our aims, visions and values are clear and that we are Getting it Right for Every Child.*

**Our Values and Aims**

*In Rainbow Family Centre our values and aims are underpinned by current legislation such as The United Nations Convention on The Rights of The Child as well as The Children and young people (Scotland) Act 2014 and the principles of GIRFEC are embedded in our daily practice.*

- ⊕ We aim to provide an inclusive environment for all children, families and the wider community without discrimination or prejudice.*
- ⊕ We aim to provide a safe, friendly and caring environment, which is well maintained and resourced, where children and families can feel protected and supported.*
- ⊕ We aim to offer activities and programmes within the Centre and in the Wider Community which are suitable for all, and ensure opportunities for children to take part in leisure activities and pursue their individual interests and skills.*
- ⊕ We aim to access an environment suitable to support physical, communication and mental health for children and families allowing them to make safe and healthy choices and to offer the opportunity for individuals to reach their full potential.*
- ⊕ We aim to ensure children and families are receiving the guidance and support required to enhance confidence and self-esteem within the Centre, at home and in the wider community.*
- ⊕ We aim to provide a nurturing environment for children and families, where they can form, trust, emotional security and develop quality stable relationships.*
- ⊕ In an environment which is supportive and consistent, encouraging a strong sense of self-esteem, we aim to actively listen to all children, parents and carers views taking them into account when making decisions.*
- ⊕ We aim to provide an environment where children and families feel they can be responsible for their own learning with appropriate support from all staff.*



National priority: How we are ensuring Excellence and Equity.

*At Rainbow Family Centre staff strive to give every child and family the opportunity to develop a wide range of skills which will enable them to achieve the highest standards in all curricular areas with a particular focus on Literacy, Numeracy and Health and Wellbeing regardless of social or economic disadvantage. Our expectations are that all children will make excellent progress in literacy and numeracy and all other aspects of their learning.*

Our attainment:

*All staff are focused on improving outcomes for children and families and are aware of social context (SIMD). We embrace the national improvement framework and Getting it right for every child. All staff know the children well and plan appropriately for all, making effective use of any additional support as necessary. We have tracking and monitoring processes in place, using a range of evidence from day to day learning and teaching which informs children attainment.*

*For Session 2018 – 2019 our attainment data shows that most children have made very good progress in early level literacy, we know this because a starting point in learning was identified enabling us to track children's progress and achievements enabling us to identify support and challenge when needed.*

Attendance

*The majority of children within the centre have made good progress within numeracy, we know this because a starting point in learning was identified enabling us to track children's progress enabling us to challenge and making timely interventions were appropriate.*

*Almost all children have made very good progress within the health and wellbeing E's & O's, all staff used a variety of methods which allowed us to focus our learning experiences ensuring breadth, challenge and application.*

*Wellbeing indicators have been used to provide excellent holistic assessments of children and families strengths and support needs, targeted interventions have been very effective and have led to positive outcomes for individual children and their families.*

*We have encouraged leadership at all levels and support staff in using professional judgement which informs children's next steps in learning.*

## Review of progress for session 2018-19

Establishment priority 1: Improvements in attainment, particularly in literacy and numeracy	
<u>NIF Priority</u> Improvements in attainment, particularly in literacy and numeracy <u>NIF Driver</u> Assessment of children's progress School leadership Performance Information	<u>HGIOS?4 QIs</u> 2.3 Learning, teaching and assessment 2.2 Curriculum 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement
<b>Strategies, progress and impact:</b>	
<b>Numeracy</b> We continued to promote and implement the SEAL programme within the 3-5 room to encourage all children to achieve and make progress at a level that was relevant and appropriate to them. We worked collaboratively with primary one teachers across feeder schools to moderate numeracy and literacy experiences and outcomes. We developed assessment information tracker sheets that measured individual children's progress. The early year's teacher took a lead role in delivering and assessing the children's progress, sharing the children's learning with all staff in order to challenge children's learning which enabled them to apply the learning in different contexts.  The majority of children have made good progress in numeracy, we know this because we have effective tracking systems in place to monitor attainment, and we use data to evaluate the effectiveness of the interventions we implement, enabling us to challenge or identify additional support that children may have experienced. Appropriate numeracy pathways were identified and children were able to use skills developed across all aspects of the curriculum ensuring depth of learning.	
<b>Next steps:</b> <ul style="list-style-type: none"><li>⊕ To continue to develop all aspects of numeracy across the curriculum looking at the Inverclyde progression pathways in numeracy and mathematics to track and measure children's attainment and achievements.</li><li>⊕ Ensure a context of play is embedded when delivering numeracy and maths experiences and outcomes.</li><li>⊕ As numeracy will be the focus of our cluster we will share good practice and moderate numeracy with our cluster colleagues.</li></ul>	
<b>Literacy</b> We implemented a creative thinking programme within the 3-5 playroom that began with training for all staff, from this a monitoring and tracking system was developed and implemented by the early years graduate and a programme of experiences and outcomes delivered. A bank of books was purchased in line with the philosophy of Pie Corbett and Julia Strong who encourage talk for writing in the early years. The programme was delivered over a 6 week period to ensure	

breadth, balance and application. All staff were encouraged and participated in the implementation of the emerging programme.

Parent's workshops were delivered on early language development and storytelling.

Parent's lending library was developed by the early years graduate and parents were given information on joining their local library.

Most children made very good progress within literacy using this programme, we know this because targeted children had a starting point identified at the beginning, following this progress was measured over a short period of time to track attainment and achievement. Appropriate interventions were implemented if necessary.

Children's confidence was maximised, their engagement and participation in creative thinking and storytelling was evident through their ability to re tell a story verbally and use their imagination across all areas of the curriculum.

Parents were asking questions about stories the children were reading, also the majority of parents took up the opportunity to join the local library.

Book bug and rhyme time have been developed throughout the centre particularly in the under three's and within the community room. Early literacy is embedded throughout the centre and we continue to work in collaboration with speech and language therapist in order to be pro-active with targeted interventions.

Within the community room book bug sessions had excellent attendance, we know this because the family support worker recorded attendance data from August 2018 until June 2019 which shows that 1,532 adults attended and 1,681 children enjoyed these sessions, this shows an average of 153 adults and 168 children per month.

### **Next Steps:**

- ⊕ To continue to develop all aspects of language and literacy across the curriculum looking at the Inverclyde progression pathways in literacy and English to track and measure children's attainment and achievements.
- ⊕ Ensure a context of play is embedded when delivering language and literacy experiences and outcomes embedding the creative thinking philosophy further.
- ⊕ Listening and talking will be a focus for inter-authority moderation.
- ⊕ Continue to promote and celebrate the success of book bug sessions across the centre, as it gives children and babies a head start in life and promotes early language acquisition.

**School priority 2: Closing the attainment gap between the most and least disadvantaged children**

<u>NIF Driver</u>	<u>HGIOS?4 QIs</u>
Assessment of children's progress	2.2 Curriculum
Parental engagement	3.1 Ensuring wellbeing, equality and inclusion
School Improvement	2.7 Partnerships

**Strategies, progress and impact:**

We developed Information sessions for parents in line with the cluster priority and improvement priorities.

We developed a range of information sessions which informed parents about the creative thinking programme and aspects of the curriculum, to highlight the benefits of parents as partners in learning.

We identified individual family needs and provided support where necessary using wellbeing assessments.

We used solution orientated approaches to facilitate and give a holistic overview of some of our children and families strengths and areas for development, action plans were created, implemented, monitored and reviewed at various checkpoints, to ensure we offered appropriate support, collaborating with a variety of agencies in order to support children and their families.

Our enrolment procedure gives us the opportunity to discuss expectations of children's attendance and the impact that poor attendance may have on the children's attainment and achievements. All staff monitor attendance and record children's absences to enable us to be pro-active in identifying barriers to learning caused by inconsistent attendance. Our analysis of our attendance data would indicate that over the year most children attended 80% or higher.

We continue to offer parents the opportunity to attend the family fun hub which operate during all school holidays, this is well attended by parents currently using the service and members of the wider community

We planned to Introduce the concept and values of the PATHS programme to parents however this was not achieved. Consultation with parents on the priorities for the improvement plan for 2019/2020 have indicated that parents would value and support the implementation of the PATHS programme and the opportunity to attend workshops so they can explore and embed the philosophy of the programme further at home.

**Next Steps:**

- ⊕ Embed the philosophy of the PATHS programme within practice in all playrooms, develop workshops for parents to engage and explore this philosophy to ensure consistency at home.
- ⊕ Continue to engage parents in the design of our curriculum and evaluating the quality of service we provide.
- ⊕ Opportunities for professional dialogue and moderation across the cluster and localities.
- ⊕ We will review our tracking and monitoring approaches to ensure gaps are identified at an early stage interventions implemented to meet every child and families need.
- ⊕ Continue to use a variety of data to inform improvements and interventions.

<p>School priority 3: Improvement in children and young people's health and wellbeing</p>	
<p><u>NIF Priority</u> Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u> School leadership Assessment of children's progress School Improvement</p>	<p><u>HGIOS?4 QIs</u> 2.3 Learning, teaching and assessment 1.3 Leadership of change 3.3 Increasing creativity and employability</p>
<p><b>Strategies, progress and impact:</b></p> <p>We reflected and explored our current practice regarding outdoor learning, Establish a rational for a daily routine ensuring a more child led approach is adopted for outdoor learning.</p> <p>Disseminate training from the nurturing nature outdoor programme</p>	
<p>All staff engaged in a solution focused meeting to identify strengths and challenges of outdoor learning.</p> <p>Almost all staff have now engaged in outdoor learning training and as a result are more confident, and consistent within their approach to delivering experiences and outcomes, this has encouraged a more child-centred environment. Almost all staff have engaged in action research and training which has given us the opportunity to embrace aspects of the Froebel philosophy. Which has given the children autonomy and given them the opportunity to become intrinsically motivated leading to effective outcomes for all. This approach has also given staff the opportunity to reflect on their teaching approach and engage in discussion regarding evidence based pedagogy.</p> <p>Some staff have participated in the dissemination of nature nurture programme, which they delivered in cooperation with parents and their children, this will continue to be disseminated to all staff.</p> <p>This is having a positive effect on parents as they are asking to participate in the programme.</p> <p>The children have benefited from this programme as their attitude towards risky play has developed.</p>	
<p>We know this because almost all children have participated in high quality learning experiences leading to children beginning to share their experiences with staff and parents, evident within children's personal plans and tracking sheets as well as in the moment planning sheets.</p> <p>Parents have completed evaluation forms regarding outdoor learning and the free flow approach which we have trialled and evaluated. Children are talking to their parents about the free flow day and are excited for this to continue.</p> <p>External evaluations were also completed and feedback was extremely positive with comments such as "The free flow day was incredibly child-centred" "Adults were engaged with children in a meaningful way, because children were taking the lead" "During the observations I witnessed no conflict between children,</p>	

this in my opinion was to do with the freedom of movement, the space and the engagement in play”.

**Next Steps:**

- Continue to evaluate the Froebelian principles and other relevant curriculum approaches.
- Further Develop children’s ability to engage in the language of learning.
- The evaluations of the Froebelian approach will enable us to develop a rational of the child-centred approach.
- Further develop leadership capacity.

**School priority 4: Improvement in employability skills and sustained positive school leaver destinations for all young people**

<b>NIF Priority</b> Improvement in employability skills and sustained positive school leaver destinations for all young people	<b>HGIOS?4 QIs</b> 2.7 Partnerships 1.1 Self-evaluation for self-improvement 1.3 Leadership of change 2.7 Partnerships
<b>NIF Driver</b> Parental engagement School leadership	

**Strategies, progress and impact:**

Develop a successful and active eco committee consisting of staff, parents and children.

Parents, staff and children will take on a leadership role in developing, delivering and overseeing priorities and targets from the eco action plan

We developed an eco-committee consisting of parents, staff and children who created an action plan, which enabled them to engage and participate in a variety of activities that met the priorities and targets within the individual eco action plans. One particular parent took on a leadership role that encouraged the participation of other parents within the centre.

We sought advice from Inverclyde Community Development trust in regards to growing our own produce which encouraged sustainability. A staff member has taken on a lead role in supporting and implementing this initiative.

We know this because the children can discuss the planting and growing activities. We have Picture evidence of the children caring and nurturing the vegetables, and helping to preparing them for snack.

We have now gained our third green flag for Rainbow Family Centre, which enabled all staff, parents and children to celebrate our positive achievement.

Parents have gained confidence which is having an impact on the engagement within the community room, this has led to parents taking part in eat better feel better cooking class. As a result of this one of our parents has now engaged in the community chef programme which has really increased her confidence and gave her a focus for her future employment.

Parents were consulted regarding relevant and appropriate courses they could undertake, which led to parents achieving various awards and certificates.

**Next Steps:**

- ⊕ Encourage new parents to take an active role in the eco-committee, develop our next action plan for eco schools.
- ⊕ Continue to work in collaboration with supporting agencies to increase our skills and knowledge regarding sustainability.
- ⊕ Continue to develop parent's capacity in order to build on employability skills.

## Key priorities for improvement planning 2019-20

What is our capacity for continuous improvement?

### We consider ourselves to have a very good capacity to improve:

- ⊕ Our staff team are pro-active in taking on leadership roles within various contexts, and continue to engage in professional learning opportunities.
- ⊕ Our high quality service is delivered within an ethos of inclusion and nurture we have excellent professional relationships with all agencies and we foster professional dialogue at all levels.
- ⊕ We use a range of data to monitor and support children's progress and achievements and also to inform interventions and improvements.
- ⊕ All staff actively engage in the self-evaluation process using how good our Early Learning is and Childcare as well as using solution focused meetings.
- ⊕ We actively engage with staff and parents to inform and identify our improvement plan priorities.

### NIF quality indicators

Quality Indicator	School Self Evaluation	Key priorities for session 2018/19
1.3 Leadership of change	Very Good	Continue to develop and evaluate our Froebelian approaches to free flow and child-centred play.
2.3 Learning, teaching and assessment	Very Good	Continue to use data to inform progression of all learning experiences especially in literacy and numeracy.
3.1 Ensuring wellbeing, equity and inclusion	Excellent	Continue to create an ethos and environment of diversity and inclusion through our open door policy and positive relationships with all stakeholders.
3.2 Securing children's progress.	Very Good	Continue to develop a robust tracking and monitoring process.

Key Achievements of the school
<ul style="list-style-type: none"> <li>⊕ We hosted very successful holiday hubs within our community wing throughout the year, an average of families attended.</li> <li>⊕ Staff participated in a variety of training, which enabled us to update and change practice leading to better outcomes for children and families.</li> <li>⊕ We Participation in the Scottish study for early learning and childcare, a research project that examined the impact of extended early learning and childcare state funded provision.</li> <li>⊕ We participated in a variety of activities with Inverclyde Community trust, such as bicycle safety.</li> <li>⊕ We were gifted a defibrillator by a member of the community who was a previous parent. We were awarded a certificate of achievement for participating in Jayden's Rainbow defibrillator training.</li> <li>⊕ Some staff participated in a sponsored Alzheimer's walk and raised £125.</li> <li>⊕ Parents and toddlers took part in a welly waddle and raised money for the cot death trust.</li> <li>⊕ We had a visit from the Director of early learning and childcare and the Director of children and families from Scottish government.</li> <li>⊕ We were awarded our third green flag awarded in March 2019.</li> <li>⊕ The children visited our Newark care home, and entertained the residents.</li> <li>⊕ The Children and parents participated in a variety of curricular workshops.</li> <li>⊕ The Children participated in a sponsored campathon and raised funds for summer activities.</li> <li>⊕ Our family support worker offered a variety of training opportunities that enabled parents to gain qualifications. As well as this she offered book bug, baby massage, health walks and also community food swap.</li> </ul>