Education – Improvement Planning Document 2023-24

Rainbow Family

Centre

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Carrie Murphy | Date | July 2023 |

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| Quality Improvement Officer | Yvonne Gallacher | Date | July 2023 |

Our Vision, Values and Aims

**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 and relevant to all, which encourage, and celebrate, 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 considering them when making decisions.*

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 2023-2024

Session 2024-2025

Session 2025-2026

Overview of rolling three year plan

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| **National Priorities** | Session 2023-2024 | Session 2024-2025 | Session 2025-2026 |
| Improvements in attainment, particularly in literacy and numeracy | Karen Wilding Maths Training  I Can Toolkit  Effective use of Inverclyde Pathways for Literacy and Numeracy through the learning journals to gather data. | Numeracy Focus  Literacy Focus  Embed use of Inverclyde Pathways for Literacy and Numeracy through the learning journals to gather data | Numeracy Focus  Literacy Focus  Continue using Inverclyde Pathways for Literacy and Numeracy through the learning journals to gather data. |
| Closing the attainment gap between the most and least disadvantaged children | Karen Wilding Maths Training I Can Toolkit | Embed Karen wilding Maths within the 3-5 playrooms  Embed I Can Toolkit across the playrooms. | Numeracy Focus  Literacy Focus |
| Improvement in children and young people's health and wellbeing | Training for Trauma Informed Practice  Fully embed PATH’s  The Cycle Trainer course  Thrive under five pilot | Embed Trauma Informed practice  Continue with community partnerships | Health and Wellbeing Focus  Continue with community partnerships |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Reading Buddy Programme in partnership with local secondary school | Continue with Partnership working | Continue with Partnership working |
| Placing the human rights and needs of every child and young person at the centre of education | Racial Literacy  Begin children’s rights journey | Continue to embed Racial Literacy  Apply for Bronze Rights Respecting award | Apply for Silver Rights Respecting award |

*Stakeholder’s views*

How were stakeholders views collected?

* A robust self - evaluation process was used to collate evidence that supported our Improvements in which staff, parents and external agencies contributed to.
* Parental questionnaires were used to gather views and opinions to ensure continual improvements within the centre.
* Children’s views and opinions about their play and learning was collated using a visual prop in which they voted. We used this process in which children voted on whether they wanted to have sessions with Morton in the Community, this was an overwhelming yes.
* Staff questionnaires where used to
* In service days afforded the opportunities for staff to reflect on practice and discuss improvements through professional dialogue
* Parents and staff used the on line journals as a method of recording and sharing children’s achievements and progress within their learning.
* Parent’s evenings both face to face or by phone where used effectively to engage parents with their child’s learning and to alleviate and concerns.
* TAC meetings and wellbeing assessments ensured that children and families were receiving the right support at the right time.
* Through questionnaires it was evidenced that our transition process was effective and robust.

Plan –Session 2023-2024

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| **Priority 1 and 2 Improvements in attainment, particularly in literacy and numeracy**  **Closing the attainment gap between the most and least disadvantaged children and young people** | | |
| **NIF Driver**    Assessment of children's progress | HGIOS/ELC QIs  2.2 Curriculum  2.3 Learning, teaching and assessment  3.2 Raising attainment and achievement | **UNCRC**  Article 3 (Best interests of the child):  Article 28: (Right to education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Our SIMD profile is 100% 1 and 2 therefore Priority 1 Improving Attainment and Priority 2 closing the gap with our most disadvantaged children have been merged together.  Staff feedback from the appraisal process highlighted that most staff would like CPD training to enhance their knowledge of maths processes and experiences delivered through play. Our Equity and Excellence lead continues to track children’s progress using our existing process however she has now researched data collecting using learning journals, this led to us identifying that not all staff are confident tracking through learning journals using Inverclyde Council’s Progressive Pathways therefore training would be beneficial. Data showed that 24% of children were behind in regards to literacy, we also observed speech and language delays in some of our children. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| By June 2024 90% of pre-school children will continue to make progress in mathematical processes through aspects of early number sense from Karen Wilding training.  By June 2024 all staff will have completed “I Can Toolkit” training for children. Our Equity and Excellence lead will pilot the introduction of the programme with a group of children using the progress check to identify gaps in their development and progress made across the year.  By June 2024 all staff in our 3-5 playroom staff will be confident in using the Inverclyde progression pathways to identify children needing support or challenge. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Our Equity and Excellence lead will deliver Karen Wilding training. * All 3-5 room staff will have access to the Karen Wilding videos to show her programme in practice. | October in-service  October 23 – June 24 |  | Equity and Excellence Lead  All 3-5 staff  All 3-5 staff | Karen Wilding Training and resource pack.  Karen Wilding training video clips on teams group.  Allocate time to access training videos  Training pack and book. |
| * SMT and EEL will attend training on how to use “I Can Toolkit” * Training will be disseminated to all staff * Staff to become familiar with the “I Can Toolkit” resources * Suggested techniques and activities to be introduced * Introduce the progress checker for the pilot group with identified children. | Sept 2023  October 2023  October 2023  November 2024  January 2024 |  | SMT  Paula McParlane ( Speech and Language)  Equity and Excellence Lead  All staff  .  Depute and Equity and Excellence Lead  Depute and Equity and Excellence Lead | Training on “I Can Toolkit” delivered by Speech and Language  I Can Toolkit, Training DVD, Opportunities for professional dialogue  Time to be allocated for all staff to familiarise themselves with the resources  I Can Toolkit, opportunities for upskilling staff  Progress checker from I Can Toolkit will be used to track pilot group. |
| * All 3-5 playroom staff to have the understanding of using the Pathways effectively to track children’s learning opportunities. * Termly parent workshops to increase their understanding of ways to support their children at home in relation to Numeracy and Literacy | Ongoing  Ongoing |  | SMT input Equity and Excellence Lead Early Years Teacher  Parents, Identified Staff, SMT | Time to factor in training sessions  Time to develop and discuss ideas for workshops. |

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| **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? |
| * 1. Staff will have an increased knowledge and understanding of mathematical processes and have the confidence to make sound judgements in relation to children’s progress. * 1. Termly SMT check in’s with staff to discuss children’s progress will ensure we identify gaps in learning and the need for support and challenge. * 2. The progress checker from the I can Toolkit will ensure children have the right support required if staff and parents have identified a barrier to learning with regards to Listening and attention, understanding, speaking and social development for communication. * 2. The staff will have the understanding and knowledge to effectively contribute to the tracking of children’s individual progress to ensure all children have support from external agencies if required. * 2. Parental questionnaires and feedback at each workshop will inform us of the requirements for the next sessions. |

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| **Priority 3 Improvement in children and young people's health and wellbeing** | | |
| **NIF Driver**    Assessment of children's progress  Teacher professionalism | HGIOS/ELC QIs  3.1 Ensuring wellbeing, equality and inclusion  2.4 Personalised support  2.2 Curriculum | **UNCRC**  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Inverclyde council have recognised a need for the workforce to be Trauma informed and with this in mind we understand the need to ensure all staff within the nursery have the opportunities to undertake training which will help to identify parents, families and children who may have been affected by trauma and adversity in order to fully support them.  Through professional dialogue between staff and SMT it was highlighted the need to continue to embed the PATH’s programme to support children’s emotional wellbeing. Two staff members completed PATH’s training last year and are now able to model and coach other staff. Observations have shown that many of our children have difficulty expressing and regulating their emotions. We acknowledged that our Communication and Wellbeing hub had not been utilised to its full potential and the need to establish this area fully to support children’s wellbeing.  We are currently involved in the Thrive under 5 project which is a pilot project funded by the Scottish Government that aims to support children under the age of five to achieve a healthy weight. Port Glasgow was identified as an area of need and Rainbow Family Centre is key to providing a whole system approach to tackling child poverty within the area. We recognised a need to encourage and support parents and children to become more active and adopt a healthy lifestyle and through parental feedback it was highlighted that there was a lack of free amenities within the area that supported health and wellbeing. Through our family support worker networking within the community, an opportunity to tap into a cycling training initiative arose which provides opportunities for staff and parents to train as cycle facilitators. This pilot project has given the community access and free use of children, adult and electric bikes to encourage and enable families to be active together. Rainbow Family Centre will work in partnership with outside agencies to utilise our Community room and provide supporting services to all. |
| **Expected outcomes for learners - Who? By how much? By when? What?** |
| 1. By June 2024 all children and families will be supported in a more trauma informed approach as a result of all staff participating in trauma informed training. 2. By December 2023 our environment will be fully inclusive that will signpost all stakeholders to appropriate and relevant support. that is available within the community, thus ensuring parents have the right support at the right time to access relevant services when needed. 3. By June 2024 all children will have access to the Paths programme which will support children’s overall wellbeing, allowing them to manage, identify and discuss emotions 4. By June 2024 the bikes will be fully utilised by community, parents and children. This will offer opportunities to adopt a healthy lifestyle. 5. By June 2024 our Community room will be fully utilised by parents and the community. Outside agencies will have provided support guidance and workshops which will have a positive impact on providing high quality universal support with a   specific focus on wellbeing. |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| 1. Focus on the wellbeing of our staff by creating a wellbeing window every week where staff can check in if they feel they need support. 2. Wellbeing walls to be created in conjunction with Trauma informed practice. 3. Staff will complete Trauma Informed training( STILT) 4. Evaluate our practice in relation to the principles of Trauma Informed practice 5. Create a reflective account of our journey | November 2023  November 2023  Ongoing  By June 2024  By June 2024 |  | SMT  All Staff  SMT  All staff  Education Psychologist,  All staff  Staff, SMT  SMT and Staff | Allocated time every week for staff check in’s (Wednesday am 1 hour, pm 1 hour).Drop in window.  Relevant and accessible information from support services within the Inverclyde area  Videos, time allocated within room meetings and in – service day  Staff will engage in professional dialogue and training modules which are identified. |
| 1. Trained staff will meet and discuss the best way forward   2 Create any resources required for children or parents   1. Embed the PATH’s programme and language into our everyday practice, trained staff will model best practice for all staff. | By October 2023  By November 2023  By December 2023 |  | Megan, Ursula, Chloe and Improvement group  Megan, Chloe and Ursula  All 3-5 playroom staff | Allocate time for the staff to discuss how the want to take the programme forward.  Barnardos Early Years PATH’s programme,  PATH’s manual, Puppets  Utilise the Communication and Wellbeing hub for specific children. Evidence progress through tracker. |
| 1. Begin to support and facilitate the Thrive under 5 and Cycle trainer programme within the community. 2. Termly parent workshops to increase their understanding of ways to support their children at home in relation to Health and Wellbeing 3. Meetings arranged with West College, Cath Tearne, Thrive under 5, Health, Steering Group, Barnardos and The Pantry. | By June 2024  Ongoing  Ongoing |  | Staff trained on the cycle initiative  Community partnerships  Open evening drop in session  arranged  Parents, Identified staff, SMT | Adult and children’s bikes and storage.  Time to develop and discuss ideas for workshops.  Time for meetings and training where relevant. |

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| **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? |
| * 1.Conversations and meetings with staff will show a marked improvement in staffs overall wellbeing * 1.Our environment will signpost all stakeholders to relevant support services * 1. Children and families will receive the right support at the right time. * 2.Our tracker for PATH’s will show clear evidence of children’s participation and progress * A robust timetable to utilise the Communication and Wellbeing Hub will see a significant increase in children accessing programmes to support their wellbeing. * Feedback/ questionnaires/ reflective practice from community partnerships will show a significant rise in parents and the community accessing healthy lifestyle choices. |

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| **Priority 4 Improvement in employability skills and sustained positive school leaver destinations in all young people** | | |
| **NIF Driver**    Teacher professionalism | HGIOS/ELC QIs  2.7 Partnerships  3.2 Raising attainment and achievement | **UNCRC**  Article 3 (Best interests of the child):  Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** |
| Rainbow Family Centre worked in partnership with Port High School to develop a Reading Around the World project from the School Library Improvement Fund. The project specifically focused on supporting S1 pupils to increase their enthusiasm for reading while improving attainment. Pupils were trained as reading buddies and a programme was set up weekly within Rainbow to enable them to become reading models for our young children. The Port Glasgow High School children visited us last session to share interactions and stories with our children to re-ignite their interest in reading. Our children thoroughly enjoyed the time and effort put in by the high school pupils as they had created story sacks and puppets to make their stories interesting and exciting. Feedback from the librarian at the high school was positive and she felt it gave the older children a focus and the opportunity to share their enjoyment of reading with others. This project put an additional focus on the development of our children’s early literacy skills and shared reading opportunities and we feel it would be beneficial to all involved to continue to embed this programme. |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| By June 2024 all children will have access to The Buddy Programme and will be more confident in exploring stories using props. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| * Contact Port Glasgow High School in the new term to arrange for the reading scheme to resume. * Meet the new group of children and discuss our expectations of them when they visit Rainbow * Evaluate the impact of the Reading buddy scheme on children’s early literacy and storytelling. | August – September 2023  October 2023  May 2024 |  | **Designated SMT lead**  **School Librarian**  **School children, school librarian and designated SMT lead**  **School librarian, designated SMT and children** | Visual questionnaire for children |

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| **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? |
| * By June 2024 Children’s voices in relation to The Buddy Programme will be collated through questionnaires |

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| **Priority 5 Placing the human rights and needs of every child and young person at the centre of education** | | |
| **NIF Driver**    School Improvement  School leadership | **HGIOS/ELC QIs**  1.2 Leadership of learning  3.1 Ensuring wellbeing, equality and inclusion  1.5 Management of resources to promote equity | **UNCRC**  Article 2 (Non-discrimination):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | | | | |
| Our feedback from local authority and cluster moderation from last session highlighted that we need to include the children’s voice. Through self –evaluation, monitoring and learning walks we recognised our children’s voices were not always visible through the children’s work on display. We feel that the Right Respecting Nursery journey that we are about to begin will be a great starting point for staff to fully understand and think about children’s rights and how they look within our setting.  Inverclyde council have identified a need for services to be more inclusive with regards to building Racial Literacy. Our learning community at Rainbow Family Centre is enriched with a diverse mix of families, children and partner agencies with different experiences, cultures and backgrounds. With this in mind we aim to make small but impactful changes to our practice to ensure equality and diversity for all. | | | | |
| **Expected outcomes for learners - Who? By how much? By when? What?** | | | | | |
| By June 2024 75% of our children’s voices will be recorded and evidenced throughout all areas within the nursery.  By June 2024 the children will have achieved our Bronze Level Right Respecting Award.  By June 2024 the children will have access to a variety of cultural resources that will recognise and celebrate their own and others identities. | | | | | |
| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** | | | |
| * Meet with Caroline McCahill,   Children’s Rights and information Officer to discuss our Rights Respecting journey   * Information session from Caroline McCahill on in service day to give brief overview. * Arrange training for staff on children’s rights and what it may look like in practice. * Create a plan for our Rights Respecting journey to gain bronze level award | By August 2023  By August 2023  By December 2024  By June 2024 |  | Caroline, SMT  Caroline, All staff  Improvement Group | Time to meet and reflect on our journey  Rights Respecting Schools information, children’s rights print outs from Education Scotland Website | | | |
| * Staff and children will review resources that reflect diversity and   culture within all playrooms and displays.   * Undertake training from Building Literacy course. | By September 2023  By December 2023 |  | All staff  Depute head of centre and staff identified from Improvement groups |  | | | |
| **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? | | | | | | |
| * 1. Observation and children’s voice will inform us of children’s awareness and understanding of their rights. * 1. Children’s voices will be evident throughout the nursery through displays and floor books * 2. New resources will increase the opportunity to explore and celebrate cultural differences. | | | | | | |