

# Early Years – Improvement Planning Document

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Establishment Name:

Wellpark Children’s Centre

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Signatures:

Head of Establishment	AnnMarie Cunningham	Date	
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Quality Improvement Officer	Linda Wilkie	Date	
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# Our Vision, Values and Aims

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The vision for our Wellpark community is

To provide and deliver an inclusive and inviting  
high quality service which supports children and families in the community.

We aim to do this by:

Supporting all children to build respectful relationships and to reach their full potential by providing a nurturing, stimulating environment that encourages children to be curious and have fun with their friends.

By ensuring our staff team are highly motivated, knowledgeable and enthusiastic. A team who work well together to deliver high quality care and learning indoors and outdoors in innovative ways.

Ensuring that all parents feel listened to, valued and supported to be part of their child's learning journey by friendly welcoming staff.

## 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

# Overview of rolling three year plan

	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	Increased teacher confidence in the delivery of literacy and numeracy programmes supported by attainment challenge.	Embed programmes to improve attainment in literacy particularly in phonics.	Develop graduate/teacher role to improve attainment within the new planning system
Closing the attainment gap between the most and least disadvantaged children	Improve attendance for all children, engaging parents and increasing attainment for all SMID 1 & 2 children	Maintain attendance to improve attainment  Parental Involvement- Provide targeted support for parents to support learning at home and improve attainment.	Improve attainment by working with Barnardos Nurture Service to provide family support.
Improvement in children and young people's health and wellbeing	Transitions – Cluster Priority Engage with colleagues in cluster to moderate continuity and progression in learning during transition times.	Rights of the Child  Embed new Programme to develop awareness	Embed wellbeing Agenda within the establishment. Focusing on engaging in wellbeing informed practice.
Improvement in employability skills and sustained positive school leaver destinations for all young people  (Please refer to Q1 3.3 Creativity, skills for life and learning and digital skills)	Children develop the skills to become resilient problem solvers who are capable of taking risks in their play.	Children further develop the skills to become resilient problem solvers who are capable of taking risks in their play.	Children become independent thinkers who can lead their own learning through the introduction of “In the Moment Planning”

# Action Plan –Session 2019-20

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Assessment of children's progress	<b>HGIOELC?</b> 3.2 Securing Children's progress 2.2 Curriculum 2.3 Learning, teaching and assessment	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children who require support/challenge receive the appropriate support at the right time</li> <li>• Children make good progress across all areas of the curriculum.</li> <li>• The role of the Graduate/Early Years Teacher fully engages children who require support and children, developing their capacity for learnign to ensure they make good progress.</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>
Develop the role of the graduate and early years teacher within the In the moment planning structure	Dec 2019	Graduate Teacher	Time for professional dialogue

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
		SMT	
Develop a structure of recording for specialist roles within the new planning structure that allows for support of children identified as support/challenge.	Feb 2020	Graduate Teacher SMT Staff	Time for discussion Time to create recording system Opportunities to evaluate effectiveness of structure
Bi-monthly analysis of data using trackers to ensure that children are making very good progress across literacy/numeracy within the new planning structure, in particular for those children being supported/challenged by Teacher/Graduate	ONGOING	Graduate Teacher SMT Staff	Time for analysis

### Evidence of Impact

- Self Evaluation of effectiveness of graduate/teacher role within the planning structure
- Data analysis of literacy/numeracy attainment
- Trackers & Learning Journal

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> Parental engagement	<b>HGIOELC?</b> 2.4 Personalised support  2.7 Partnerships	<b>RRS</b> Article 5 (Parental guidance): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children will have improved attendance</li> <li>• Children will engage with learning and have improved attainment</li> <li>• Children’s wellbeing and learning opportunities will be promoted through family support and our wellbeing agenda</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>
Fully embed Barnardos Building Blocks programme throughout establishment community to ensure Barnardos staff are part of the establishment team.	May 2020	Barnardos All Staff Parents	Time to develop staffs knowledge of the programme and how it can support families
Offer targeted support to parents from Barnardos for those parents who require support. Identify parents through data	Dec 2019	Barnardos All Staff	

Tasks to achieve priority	Timescale and checkpoints*	Those involved – including partners	Resources and staff development
analysis of attendance and good partnerships with Health visitors, as well as strong relationships with parents	May 2020	Parents Health Visitors	
Develop an evaluation tool to measure the impact that support is having on children and families with Barnardos workers	May 2020	Barnardos SMT Parents	Time
Continued evaluation of data from attendance, learning trackers and information from parents to ensure children have improved attainment.	ONGOING	SMT	

Evidence of Impact
<ul style="list-style-type: none"> <li>• Evaluations from Barnardos &amp; Parents</li> <li>• Learning Tracker</li> <li>• Attendance Data</li> </ul>



<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> Teacher professionalism Assessment of children's progress	<b>HGIOELC?</b> 3.1 Ensuring wellbeing, equality and inclusion	<b>RRS</b> Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>Wellbeing Focused agenda will be embedded throughout the establishment, this focus will ensure that children are ready to engage with learning.</li> <li>Parents have an understanding about emotional literacy and the benefits of wellbeing focussed practice, self-regulation &amp; resilience which will support children in managing and expressing their emotions.</li> <li>Children have an awareness about their emotions and how to manage them.</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>
Survey parents to gauge understanding of emotional literacy.	Oct 2019 Feb 2020	<b>SMT</b> <b>Parents</b>	Survey monkey
Hold a parent information session framed around nurture, PATHS and emotional literacy	Dec 2019	<b>SMT &amp; All Staff</b>	Time Leaflet – emotional literacy

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Continue to champion wellbeing whilst implementing In the moment planning through professional dialogue, staff supporting each other and role modelling of good practices	Feb 2020	<b>All Staff</b>	Time for regular check in meetings and opportunities for staff to meet and discuss best practices
PATHS home link support bags to be used for children requiring support/challenge with their emotional wellbeing	Dec 2019 – Check May 2020	Parents SMT / Shirley (leading)	PATHS home link bags Time for staff to hold 1:1 parent workshops
Creation and implementation of an pre PATHS programme for 2-3 age group	Feb 2020	SMT 2-3 Room Staff Shirley	PATHS puppets Time to create programme

#### Evidence of Impact

- Tracking paperwork
- Data from staff check ins around wellbeing
- Learning journals
- Parental feedback

**Priority 4** 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>NIF Driver</b> School Improvement	<b>HGIOELC?</b> 3.3 Developing creativity and skills for life 2.3 Learning, teaching and assessment 1.3 Leadership of change	<b>RRS</b> Article 31 (Leisure, play and culture):
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**Expected outcomes for learners which are measurable or observable**

- Children engage in experiences that allows them to truly wallow in play and develop deeper level engagement in learning,
- Staff develop the skills to observe, teach and extend learning in a purposeful responsive way, which will ensure learners make progress across all areas of the curriculum.
- Children will have the opportunity to become curious, innovative problem solvers who can engage with open-ended risky play, which will support the development of their thinking skills. This will be developed through the use of sustained shared thinking practices.

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Staff Training on In the Moment Planning System	AUG 2019	<b>All Staff</b>	Powerpoint
2 staff to Attend training in Glasgow	Sep 2019	<b>HOC &amp; 1 eyecco</b>	Funding for training

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Implement the In the Moment Planning Structure – Butterfly Room (3-5)  Caterpillar Playroom (2-3)	OCT 2019  Jan 2020	<b>All Staff</b>	In the moment planning book  Time for discussion and implementation of changes to the environment
Review of environment to ensure children are engaged in an open ended supportive play space which encourages active learning and thinking skills.	ONGOING	All Staff	
Self evaluation of implementation to ensure best practice	ONGOING	All Staff	Time for professional dialogue
Observation of practice & monitoring of paperwork/journals to ensure consistency of approach	ONGOING	SMT	Learning journals

Evidence of Impact
<ul style="list-style-type: none"> <li>• Learning Journals</li> <li>• Observations of practice</li> <li>• Self Evaluation Paperwork</li> </ul>