

Education – Improvement Planning Document 2022-23

Establishment Name:

Wellpark Children’s Centre

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Signatures:

Head of Establishment	AnnMarie Cunningham	Date	June 2022
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Quality Improvement Officer	Linda Wilkie	Date	June 2022
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Our Vision, Values and Aims

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 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 2022-2023

Session 2023-2024

Session 2024-2025

Overview of rolling three year plan

National Priorities	Session 2022-2023	Session 2023-2024	Session 2024-2025
Improvements in attainment, particularly in literacy and numeracy	Improved attainment through the reintroduction of support programmes and the introduction of Word Aware	Support programmes and training to close gap with numeracy focus	Support programmes and training to close gap with numeracy focus
Closing the attainment gap between the most and least disadvantaged children	Promote home learning & engagement in learners experience to improve children's experiences between least and most disadvantaged	Promote home learning & engagement in learners experience to improve children's experiences with numeracy between least and most disadvantaged	Parental Programme – focus on wellbeing/outdoor/forest schools
Improvement in children and young people's health and wellbeing	Enhance our effective wellbeing practices with a focus on positive relationships and trauma informed practice	Continue to embed nurture principle 5	Linked with above
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)	Digital Strategy Increase practitioner capacity to engage learners in high quality digital experiences (authority)	Digital Strategy Increase practitioner capacity to engage learners in high quality digital experiences (authority)	Focus on STEAM with a link to creativity
Placing the human rights and needs of every child and young person at the centre of education	Enhance our effective wellbeing practices with a focus on positive relationships and trauma informed practice	Re-engage with Rights Respecting Schools Award Continue to embed nurture principle 5	Nurture Principles – Assess needs of service and plan accordingly (possible nurture principle 4 or 6)

Stakeholder's views

- Parental views were gathered using surveys and showed that parents were highly satisfied with the overall service. They engaged well with the home learning offer but would like for a more face to face experience.
- Staff were asked to contribute to professional discussions around the vision and direction of improvement for the service. Staff also evaluated the previous priorities through the use of a survey.
- Staff completed an evaluation of the role of the Head of Centre, in order to effectively ensure that leadership was transparent and accessible to all.

Plan –Session 2022-2023

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Performance information	HIGOELC 3.2 Securing children's progress 2.2 Curriculum -	UNCRC Article 28: (Right to education):
Rationale for change based self- evaluation including data and stakeholder views		
<ul style="list-style-type: none"> • Our tracking data shows that there are fewer younger learners meeting their milestones in literacy, in particular with reading/writing • Staff recognise that this has been a result of covid restrictions and that there is also a need to support language development for all 		
Expected outcomes for learners - Who? By how much? By when? What?		
<p>By December 2022 staff will be confidently delivering the Word Aware programme which will be accessed by all children</p> <p>By March 2023 there will be an increase in the number of parents engaging with word aware programme at home to 75%</p> <p>By May 2023 the number of children attaining well in literacy in the early level will increase from original tracking data</p>		

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Implement Word Aware programme	Dec 2022		HOC to lead Graduate/Early Years Teacher Speech & Language/Collette	SALT CMO's

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Baseline Assess parent engagement and capacity to support literacy at home	Dec 2022		Graduate/SEYECCO	Survey Software
Create a leaflet to compliment the suite of literacy videos to support parental understanding of the benefits of literacy development	Feb 2023		HOC/Graduate	
Encourage engagement with the word aware programme through the use of digital resources	March 2023		Graduate/SEYECO	Thinglink

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?

- Pathways data will indicate progress for all in literacy
- Most parents will access and use word aware and the survey will show engagement through evaluation
- Parents will report an increase in confidence and a greater understanding for the need to support literacy development at home through the use of survey
- Practitioners will observe/record increased skills in children’s vocabulary on learning journals

Priority 2 Closing the attainment gap between the most and least disadvantaged children and young people

<p>NIF Driver Parental engagement</p>	<p>HIGOELC 2.5 Family learning 2.7 Partnerships -</p>	<p>UNCRC Article 5 (Parental guidance):</p>
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Rationale for change based self- evaluation including data and stakeholder views

- Research shows that when parents are involved in their child’s learning children do better across a wide range of measures
- Due to COVID our parental engagement has been restricted to non face to face experiences. In order to increase parental understanding and engagement these face to face experiences will resume. Parental feedback indicated parents wish to fully engage in family support for learning face to face.

Expected outcomes for learners - Who? By how much? By when? What?

By **December 2022** there will be an increase in the number of **parents accessing homework bags/rhyme bags to 80% (baseline assess)**

By **March 2023** there will be an increase in the number of parents accessing in establishment learning support **(monitor to record)**

By **May 2023** **parental confidence and understanding** in the benefits of supporting learning at home will **have increased overall**

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Reintroduce stay and play days 5 times per year with a focus on supporting the development of parental capacity to support learning	ONGOING		DHOC	Resources to implement stay and play such as creative resources Leaflets for parents Time

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Baseline Assess parent engagement and capacity to support literacy at home	Dec 2022		Graduate/SEYECCO	Survey Software
Reintroduce homework library and nursery rhyme bags	March 2023		Practitioner NJ/SEYECO	
Provide targeted parental support for children identified as support/challenge	May 2023		Graduate/Early Years Teacher All Staff	Resources to make bags Time

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?

- Attendance at stay and play events will increase, this will be evidenced through registers and feedback
- Most parents will access and use homework library and complete evaluations
- Parents will report an increase in confidence and a greater understanding for the need to support learning at home through by uploading to online journals and through an evaluation

Priority 3 Improvement in children and young people's health and wellbeing

NIF Driver

Teacher professionalism

HIGOELC

1.2 Leadership of learning
2.4 Personalised support
3.1 Ensuring wellbeing, equality and inclusion

UNCRC

Article 2 (Non-discrimination):

Rationale for change based self- evaluation including data and stakeholder views

- Staff feedback showed that staff feel support is required to manage emotional wellbeing within the setting and ensure that all learners have access to the learning opportunities on offer
- Pathways data shows that children have a decline in their wellbeing and ability to manage their emotions in the learning environment.
- Local authority priority to refocus our curriculum to ensure it is providing an equitable and inclusive experience for all

Expected outcomes for learners - Who? By how much? By when? What?

By **February 23** all staff will have an understanding of All behaviour is communication and have confidence in their skills when supporting learners which will result in almost all learners accessing the learning environment in an equitable way to ensure they are making achievements in their learning.

By **May 2023** all learners wellbeing will be supported by the use of Leuven Scales which will result in almost all learners will have improved wellbeing which will be observed using professional judgements.

By **May 23** all learners will be engaging in experiences which promote race equality throughout the learning environment and will have an improved understanding of equality in an age appropriate way.

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Staff will take part in training on Nurture Principle 5:All Behaviour is communication	FEB 23		Educational Psychology Service All Staff	Time for training
Staff will engage in training on Leuven scales	Feb 23		SLT All Staff	Training materials
Leuven scales will be embedded as a tool to support wellbeing	May 23		DHOC (lead)	
Paths Programme & Home learning support bags to restart fully and be used to support children’s wellbeing and ability to manage their own emotions.	Jan 23		AMCL- Paths Leader Parents	Paths home learning bags
Practitioners will ensure they are providing an inclusive curriculum which supports children to access an equitable experience for all within the play environment in relation to race equality. (LA priority)	Mar 23		All Staff	

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?

- **Staff confidence in providing a learning environment which all learners can access will increase.** This will be monitored in observations for **self-evaluation evidence** by senior leadership team.
- **Learners wellbeing will improve** and they will be more able to manage their emotions in the learning environment, this will be evident in **tracking data and online journal observations.**

Priority 4 Improvement in skills and sustained, positive school-leaver destinations for all young people		
NIF Driver Assessment of children's progress School leadership	HIGOELC 2.2 Curriculum 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning	UNCRC Article 28: (Right to education):
Rationale for change based self- evaluation including data and stakeholder views		
<ul style="list-style-type: none"> • Staff digital skills require support as evidenced by staff baseline assessment last year • Observations of practice show that digital opportunities for learners could improve 		
Expected outcomes for learners - Who? By how much? By when? What?		
<p>By February 22 staff confidence in providing high quality digital experiences will have increased from baseline assessment completed in 2022 with almost all learners having access to digital experiences.</p> <p>By March 2023 all learners will have access to a high quality digitally enabled environment which will support an improvement overall in digital skills for almost all learners (baseline to assess)</p>		

Tasks to achieve priority	Timescale	RAG	Those involved/responsible – including partners	Resources and staff development
Provide opportunities for training to increase staffs own confidence in using digital platforms and ICT resources	ONGOING		HOC	Adventures with Alice
Review of digital opportunities within the learning space will take place	Dec 2022		HOC/EYECO (lead)	

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?

- Staff will confidently provide high quality digital experiences which will be evident in evaluations using a survey
- Learners will have improved digital skills using a range of digital experiences which will be evident in their learning journal observations