Education – Improvement Planning Document 2023-24

Wellpark Children’s Centre

Academy

Establishment Name:

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Signatures:

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| Head of Establishment | Ann-Marie Cunningham | Date | 31.5.23 |

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| Quality Improvement Officer | Yvonne Gallacher | Date | 31.5.23 |

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 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 | Improve learners attainment in literacy through development of reading and phonological awareness | Improve learners attainment in literacy using data to drive forward focus of improvement | Improve learners attainment in numeracy & mathematics using data to drive forward focus of improvement |
| Closing the attainment gap between the most and least disadvantaged children | Improve learners attainment in literacy through development of phonological awareness | Improve learners experiences through giving more depth and time to learning opportunities to ensure all learners have the opportunity to make very good progress | Improve learners attainment through the use of prolonged time to engage in learning using intentional learning |
| Improvement in children and young people's health and wellbeing | Improve outcomes for children identified as having additional support needs through developing staff skills | Embed development guidance and improvements in target setting for all learners to provide depth and progression in learning | As Above (Closing the Attainment Gap) |
| Improvement in employability skills and sustained positive school leaver destinations for all young people | Develop Children’s capacity for involvement in their learning | Develop Children’s capacity for involvement in their learning | Improve mathematics learning with a focus on STEAM and creativity  (links to Priority 1) |
| Placing the human rights and needs of every child and young person at the centre of education | Promote racial literacy and increase confidence in delivering an inclusive curriculum offer  (authority) | Promote racial literacy and increase confidence in delivering an inclusive curriculum offer | Review RRSA and take forward priorities as necessary |

*Stakeholder’s views*

How were stakeholders views collected?

* Parental views were gathered using surveys and showed that parents where highly satisfied with the overall service. Parents engaged well with home learning and had no areas of development specifically which they would like to focus on
* Staff were asked to contribute to professional discussions around the vision, curriculum rationale and direction of improvement for the service. Staff also evaluated the previous priorities with a survey and took part in discussion about forthcoming priorities for the year ahead.
* Discussion took place with partners around priorities for next year, including our Educational Psychologist and ICOS liaison

Plan –Session 2023-2024

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| **Priority 1** 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  Choose an item. | HGIOS/ELC QIs  3.2 Raising attainment and achievement  Choose an item.  Choose an item. | **UNCRC**  Article 28: (Right to education):  Choose an item. |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
| * Discussions with staff highlighted a lack of confidence when teaching phonics amongst most staff * Learners are making progress in reading however staff observations show phonological awareness is an area of less progress amongst most learners |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By January 2024 all staff will have increased confidence when teaching phonological awareness leading to improved attainment in phonics * By May 2024 the number of children attaining well in Reading (phonological awareness) on the early level will have increased from initial tracking data by 50% | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Baseline assessment of children’s literacy development | Sep 23 |  | **EEL** |  |
| Implement Rhyme of the Month | Oct 23 |  | Heather Tolan/SEYECCO |  |
| Staff training on phonological Awareness, stages of language development and I CAN toolkit | Dec 23 |  | All Staff  SLT |  |
| Creation of phonological Awareness guidance and support materials for staff | Feb 24 |  | EEL/ Gillian/Lucy |  |
| Staff to engage in learning which promotes phonological awareness in both an intentional and responsive way | May 24 |  | All Staff |  |
| Create additional home learning resources specifically focussed on phonological awareness | May 24 |  | Lucy/Heather/EEL |  |

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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? |
| * Pathways data will indicate progress for almost all in literacy * All staff will have increased confidence teaching phonological awareness, shown through survey data * Practitioners will observe/record increased skills in phonological awareness on learning journals |

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| **Priority 2** Improvement in children and young people's health and wellbeing  - | | |
| **NIF Driver**    School Improvement  Teacher professionalism | HGIOS/ELC QIs  2.4 Personalised support  1.3 Leadership of change  2.2 Curriculum | **UNCRC**  Article 23 (Children with disabilities):  Article 29 (Goals of education): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
|  | Evaluations of GIRFEC pathways and professional dialogue with all staff shows a need for development of target setting and understanding of milestones for children with additional support needs   * An increase in the number of children attending the service who have significant additional support needs |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By May 23 Almost all learners identified as having an additional support need will be making progress in their learning by accessing SMART targets using the GIRFEC Pathway and the new development guidance * By Feb 24 all staff will confidently be able to set SMART targets for children with additional support needs, using a differentiated curriculum experience. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Staff development on milestones for additional support needs to increase their confidence. Staff to have professional dialogue and take part in working groups to discuss appropriate milestones for children with additional needs | Dec 23 |  | **All Staff** |  |
| Creation of development guidance for 12-24months for all children to access where appropriate | Mar 24 |  |  |  |
| Staff to work with Cluster colleagues to develop their understanding of all communication methods | Mar 24 |  | Hillend Children’s Centre Team  SLT  All Staff |  |
| Implement trial of new development guidance | Apr-May 24 |  |  |  |

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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? |
| * An increase in all staffs confidence in setting SMART targets for learners with ASN. The appropriateness and quality of target setting will be monitored in observations for self-evaluation evidence by senior leadership team. * Almost all learners with identified ASN needs will be making progress appropriate to their personal learning journey, this will be recorded on their GIRFEC Pathway |

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| **Priority 3** Improvement in children and young people's health and wellbeing  - | | |
| **NIF Driver**    Assessment of children's progress  Choose an item. | HGIOS/ELC QIs  2.4 Personalised support  1.2 Leadership of learning  2.3 Learning, teaching and assessment | **UNCRC**  Article 12 (Respect for the views of the child):  Article 3 (Best interests of the child): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
| * Self evaluation has identified a need for learners to be more involved in evaluating their own learning and discussing their achievements |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By Dec 2023 There will be a 50 %increase from previous years data in the amount of learners for whom it is developmentally appropriate, to be involved in evaluating their own learning informally * By Feb 24 Almost all learners will have increased confidence when discussing their achievements (monitored through observations) * By Feb 24 the amount of learners leading their own learning formally will have increased by 50% from previous years (june 23) data * By April 24 The amount of learners who are involved in setting targets and evaluating achievements, more formally will have increased from initial data gathered through observations of pervious practice which showed a small majority leading their own learning formally. | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
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| Professional Dialogue with staff team around what good involvement of the learner looks like. Agree expectations for staff and learners | Nov 23 |  | **All Butterfly Room Staff** |  |
| SLT to role model evaluative conversations and staff to work with a support colleague to peer review interactions |  |  | All Staff |  |
| Implement My Little Book of Learning  (Pilot Group) | April 24 |  | Butterfly Room Keyworkers |  |

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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? |
| * Almost all Learners will be confidently leading their own learning in a developmentally appropriate way which can be observed on learning journals * All Learners will have a record of their achievements which they have been involved in creating – My Little Book of Learning |

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| **Priority 4** Choose an item.  - | | |
| **NIF Driver**    Teacher professionalism  School Improvement | HGIOS/ELC QIs  2.4 Personalised support  1.2 Leadership of learning  2.3 Learning, teaching and assessment | **UNCRC**  Article 2 (Non-discrimination):  Article 14 (Freedom of thought, conscience and religion): |

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| **Rationale for change based self- evaluation including data and stakeholder views** | |
| * Racial Literacy is the Authority and National priority. * The services demographic has changed within the past two years due to global changes |  |
| **Expected outcomes for learners - Who? By how much? By when? What?** | |
| * By May 24 children will explore diversity and multi cultural issues throughout the school year. As a result learners are developing a basic understanding of a range of multicultural issues and are beginning to show respect for others beliefs | |

| **Tasks to achieve priority** | **Timescale** | **RAG** | **Those involved/responsible – including partners** | **Resources and staff development** |
| --- | --- | --- | --- | --- |
| Complete audit of curriculum experiences on multi-cultural issues | OCT 23 |  | **DHOC** |  |
| Staff training on racial literacy | JAN 24 |  | HEATHER | Time  Staff Cover |
| Nominate racial literacy coordinator | JAN 24 |  | HOC |  |
| Conduct self-evaluation and create action plan | APR 24 |  | All Staff | Time |
| Parents/community members will be invited to share their experiences with staff regarding race equality | May 24 |  |  |  |
| Staff to create an information booklet on different cultural issues | FEB 24 |  | DHOC/GEMMA/HEATHER/PARENTS | Time to meet with parents and community members |

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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? |
| * Most Learners will show respect and acceptance for multicultural issues within their community and beyond in an age appropriate way. This will be evidenced through observations by SLT of changes in practice, language used, the learning environment and learning taking place on learning journals. |

**ICT DIGITAL MAINTENANCE TASKS**

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| **TASK** | **TIMELINE** | **WHO IS RESPONSIBLE** | **PROEJCTED OUTCOME** | **OUTCOME** |
| PURCHASE 2 SIMPLE SOFTWARE | SEP 23 | HOC | Children will have access to a variety of curriculum themed ICT games on the whiteboard and have improved skills when using the computer/whiteboard |  |
| MONITOR USE OF ICT IN ROOM MONTHLY | DEC 23 | SEYECO | Children will continue to have access to a digitally resourced environment and digital skills will improve |  |
| MAKE CHANGES TO EVALUTAION OF PLANNING TO REFELCT TECHNOLOGIES | DEC 23 | HOC/ALL STAFF | Staff will be able to monitor and evaluate the experiences on offer to ensure they are broad and balanced |  |