



Ferguslie Early Learning and Childcare Centre

Improvement Plan

2023/24

Planning framework

As part of Children’s Services, Ferguslie Early Learning and Childcare Centre has developed this establishment improvement plan which provides a framework for how we intend to achieve Children’s Services’ vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing.*

**National Priorities**

We also have to take account of the Scottish Government’s national improvement framework which provides a vision for education in Scotland, namely to:

1. **place the human rights and needs of every child and young person at the centre of education;**
2. **improve attainment, particularly in literacy and numeracy;**
3. **close the attainment gap between the most and least disadvantaged pupils;**
4. **improve children’s health and wellbeing; and**
5. **improve children and young people’s employability skills so that they move into positive and sustained destinations.**

**Renfrewshire’s Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

The priorities and actions within this improvement plan address the needs of our centre/nursery and articulate with local and national priorities.

**Renfrewshire Council Plan Strategic Outcomes**

Cross cutting theme: Improving outcomes for children and families

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| We will encourage kind and  connected communities—  where our citizens take pride  in their **place**, attracting  others to move here and  share in the opportunities  Renfrewshire has to offer. | We will support a strong and  flexible local **economy**—with  Renfrewshire able to adapt  after the pandemic, building  up resilience to support good  green jobs and skills for all  local people to enjoy the  benefits of both living and  working here. | We want Renfrewshire to be  a **fair** place—where all our  people have the best chances  to live happy, healthy and  fulfilled lives, to feel safe,  supported and empowered  to unlock the strength of our  collective potential. | We are working towards  a **greener** future—taking  responsibility for our impact  on the planet and taking  brave, bold steps to protect  the natural environment that  supports and benefits us all. | We want our employees  to feel proud to work for  Renfrewshire Council because  we are a **values** driven  organisation, where we all  understand and value our  contributions, and we are  passionate about making a  difference for Renfrewshire. |

**Renfrewshire Council’s Values**

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| We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.  We are **helpful**, we care about getting things right and are always approachable.  We are great **collaborators**; we work as one team and with people who care about this place.  We value **learning** to help us innovate, improve and deliver better services. |

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| **Children’s Services Vision**  Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing | | | | |
| **Renfrewshire’s Education Improvement Plan Priorities** | | | |  |
| Protecting the most vulnerable  members of our communities  including children and young  people who are at risk. Work will  progress to ensure Renfrewshire  keeps the Promise and delivers  improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for  kinship care. | Family supports and focussing  on early intervention, by  equipping parents and carers  with the information, skills  and support they need to  ensure positive outcomes for  children and young people in  their care, whilst providing  opportunities for parents and  carers to shape the services  that impact them. | Enhancing supports  around mental health  and wellbeing, including  the school-based mental  health and wellbeing  programme and the  Ren10 network of staff  and volunteers who  provide early help  services to those in need. | Enhance learning and teaching,  delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will  focus on raising attainment while  ensuring equity for all. There will  be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life. | Through a shared vision  and understanding  of inclusion, children  and young people will  experience inclusive  learning experiences and  supportive relationships  which lead to positive  life outcomes |

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| **Our Vision, Values and Aims**  **Our Philosophy**  **In Ferguslie Early Learning and Childcare Centre we aim to:**   * Create a calm, peaceful and homely atmosphere where children feel happy, secure, nurtured, respected and loved so that they blossom and grow, building a strong sense of confidence and self-esteem. * Allow children to achieve by providing stimulating play experiences that will allow them to develop and learn at their own pace in a way that suits their learning style. * Provide a learning space where children can be curious, creative and inspired by the caring, interested adults around them. * Value and respect each child and their family as unique and individual. Recognise and understand other’s cultures and beliefs, and through consultation with children and families ensuring that we listen and make changes that improves our practise. * Encourage children’s confidence and independence to take forward their ideas and thoughts that ignite new interests and learning and share these with home. * Ensure that effort and achievement is recognised and celebrated and that children have ownership of their journey. * Appreciate the importance of family and community partnership working through making connections with home to give support to families when they need it. * Develop children’s awareness of nature through opportunities to explore outdoors and in the forest, where they will learn about caring for the natural world and living things. |

Who did we consult?

To identify our priorities for improvement, we sought the views of children, parents/carers, staff and the wider community. We used a variety of methods of getting the views of those who are involved in the life and work of Ferguslie Early Learning and Childcare Centre such as

feedback, comments and ideas from children and parents via our Online Journals, the use of photographs, professional dialogue, parent and staff questionnaires, both digital and paper, post group evaluations/post it’s, and comments left in our suggestion box.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities,

such as health professionals, partners from education, link teacher, our Educational Psychologist, local librarian and volunteers from Barochan Green Team all delivering specific materials and responding to actions points identified during quality improvement visits.

All information and feedback is gathered is collated and used to assist us to identify next steps and areas for improvement.

How we will know if we are achieving our aims?

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include:

* Consulting with staff, parents/carers and children through questionnaires, dialogue and cooperative learning strategies.
* Termly monitoring of Floorbooks, online journals, trackers, overviews to ensure they evidence learning and progression of children’s learning .
* Regular meetings to track children’s progress and Early Level Progression toolkit to identify key milestones and demonstrate level of progress
* Responses from consultations will influence future developments.
* Our improvement plan for 2023 to 2024 will form a basis for our self-evaluation and monitoring calendar.
* Our ‘Folder of improvement” will detail the progress we have made and highlight self-evaluation that has taken place.
* Feedback following our Quality Improvement visits.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children’s Services’ staff.

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| **Improvement Priority 1 – Monitoring, assessment and tracking of data will ensure progression and breadth in children’s learning.** | | | | |
| **HGIOS/HGIOELC**  **QI’s:**  2.2  2.3  2.3  3.2 | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education. * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
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| Reflection on our current approaches to tracking and analysing progress and achievement has identified gaps in our methodology and that we need to review how we gather and meaningfully use this information to ensure progression and depth of children’s learning. | By March 2023 almost all staff will have a better understanding of assessment information and how it will be used to improve learning and development and how it reflects on the quality of our practice.  By March 2023 changes to staff ‘time out’ opportunities will be increased (calendar of meetings) allowing current information to be time appropriately available to management.  By March 2023 the assessment data will be used more effectively to plan well timed interventions, monitor progress and track progression at an appropriate rate for each learner, allowing us to achieve a breadth of cross curricular learning within our playrooms almost all of the time. | Staff pre and post questionnaires will indicate confidence and knowledge of assessing data from floorbooks, progression tool, overviews.  Breadth, progress and any gaps will be highlighted thought the monitoring :   * Floorbooks (termly) * Literacy & numeracy trackers (by termly) * Area overviews (by termly) * Individual targets (termly/earlier if * achieved) * Progression Tool (termly) * Self-evaluation – H.G.I.O.S. (ongoing) * Children’s journals (termly) * Planning meetings – (fortnightly) | | Our monthly calendar of meetings will be adapted to give staff more opportunity to collate and document children’s learning and progression within learning journals, floor books, and observations prior to end of term.  Senior management will termly analyse children’s learning using information from both progression tool and area overview data.  Senior management will devise and introduce a comprehensive collegiate calendar, which will ensure all staff are involved and supported in analysing data for progression.  Termly analysis of children’s learning and cross curricular areas  will be monitored to ensure progression and depth within their learning is achieved.  Graduate will analyse and triangulate date gathered from progression tool to identify gaps and provide a holistic overview of findings. |

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| **Improvement Priority 2 – To raise attainment in maths and numeracy with a priority focus on Number, Money and Measure.** | | | | |
| **HGIOS/HGIOELC**  **QI’s**  **1.2**  **2.2**  **3.2**  **3.3** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| Evaluation of the data collected within the progression tool has identified Number, Money and Measure as a main area for improvement with our preschool children as this has had the biggest dip in attainment - 37% decline in demonstrating consistency for numeracy measures 1 and 20%, (66% - 29%) decline in numeracy measure 2. (72% - 52%)  Might be helpful to show the decline from and to ..  Area monitoring and self-evaluation process has identified that staff feel less confident in developing and identifying mathematical learning. | By December 2023 almost all children will show increased levels of engagement and perseverance in mathematical challenges.  By December 2023 all staff will be more informed in delivering responsive and intentional mathematical and numeracy learning opportunities for individual children that show differentiation and build on what children already know.  By April 2024 the majority of children will use problem solving and critical thinking and show an understanding of number, 1:1 correspondence to complete a task or solve a problem.  By May 2024 the majority of children will have increased mathematical vocabulary demonstrated in how they can predict and estimate when sorting, matching and comparing quantity and measure.  By May 2024 the majority of children will have developed numeracy concepts and will be able to demonstrate consistently and apply secured skills in understanding composition in number to 10, (the quantity of them without counting) and how they explore and represent pattern within numbers up to 10. | * Termly numeracy overviews, trackers and target evaluations. * Termly progression tool data * Fortnightly planning meeting minutes * Floor books (monitored termly) * Children’s Journals (Termly) * Self-evaluation data – HGIOELC * Levels of parental participation/engagement * Parental evaluations * Action Plans (by termly) * Area observation evaluation (by termly) * Leuven Scale * Pre and post staff questionnaires * Staff training evaluations * Playroom monitoring of practice (ongoing) and follow up feedback sessions to staff. | | SMT and key staff will access core learning maths training - Mind stretchers and Education Scotland and will cascade this training to the wider team.  Staff will undergo professional development through collegiate time that will have a focus on key skills and concepts of number, money and measure.  Staff will assess and monitor area action plans by termly.  SMT will review and evaluate area action plans and practice by termly.    Resources of Education Scotland. - Numeracy Professional Learning Resource/R.T.A./Strathclyde 3 domain model will be used to support staff in understanding how individual children learn math.  Staff will reinforce mathematical vocabulary and create opportunities for discussions of maths and numeracy.  Staff will provide enabling environments and challenge to support children to build on connections in their learning through meaningful, real life experiences.  Collaborative working with parents through practical & information workshops and providing home learning resources that supports shared mathematical learning. |

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| **Improvement Priority 3 – Our pedagogical approach will enable children to make connections in learning that develop their skills in learning, life and**  **work.** | | | | |
| **HGIOS/HGIOELC QI’s**  **Q.I.**  **Q I** | **NIF Priorities**   * Placing the human rights and needs of every child and young person at the centre of education * Improvement in attainment, particularly in literacy and numeracy * Closing the attainment gap between the most and least disadvantaged children * Improvement in children's and young people’s health and wellbeing * Improvement in employability skills and sustained, positive school leaver destinations for all young people | | **NIF Drivers**   1. Establishment Leadership 4. Assessment of Children’s Progress 2. Teacher Professionalism 5. Establishment Improvement 3. Parental Engagement 6. Performance Information | |
| **Rationale for change** | **Outcome and Expected Impact** | **Measures** | | **Interventions** |
| Self-evaluation and monitoring of children’s learning has highlighted that our community, intergenerational, and opportunities for real life experiences for children to develop skills for learning, life and work have been impacted on by covid 19 restrictions. | By October 2023 all children will be supported by all staff: encouraging children to make choices and decisions within their own learning, increasing their confidence and self-worth.  Staff will respect children to make decisions and direct their own learning, building confidence and self-worth.  By December 2023, all children in our 3-5 playroom will be engaging in opportunities to support the development of skills for learning, life and work such as communication, problem solving, and working with others.  By May 2024 almost all children will have had opportunities to develop their skills in the five broad areas for learning, life and work, through real life experiences, building capacity and transferable skills into their learning.  By May 2024 the majority of children will have been involved in groups both within the centre and community enabling them develop skills for learning, life and work, make connections across their learning and encouraging them to make sense of their world around them. | Progress and skills will be monitored through:   * Floorbooks (termly) * Overviews (by termly) * Children’s trackers (termly) * Observations (by termly) * Progression tool (termly) * Planning Meeting minutes (Fortnightly) * Children’s Voice * Self-evaluation – H.G.I.O.S. * Monitor Levels of community participation * Attendance at inhouse intergenerational opportunities. | | Our Rainbow Café will be embedded back into the life of the centre, with children being involved in the whole process from planning to delivery.  Children will be reintroduced to the community group the ‘Feegie Needlers’.  Intergenerational work will be accessed and implemented into our centres approach:   * Lunch group – elderly citizens * Grandparents attending stay and play sessions. * Our working partnership with The Sculpture House will continue. * Children’s ambassadors will be introduced for our U.N.C.R.C and Eco-Friendly working parties. |