

Early Years – Improvement Planning Document

Establishment Name:

Kelly Street Children's Centre

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Signatures:

Head of Establishment	Patricia Wylie	Date	June 2017
Depute Head of Establishment	Gaynor Wiggins		June 2017

Quality Improvement Officer	Linda Wilkie	Date	June 2017
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Our Vision, Values and Aims

Our Visions and Values:

At Kelly Street we try to be the best that we can be,

Our Vision and our values are always clear to see

Parents, carers, children, staff, are equal - every one!

Play and share, grow and laugh, learning is such fun!

Our Aims:

To create successful learners, confident individuals, responsible citizens and effective contributors within the nursery.

To develop an open, welcoming and caring nursery in which all children feel nurtured, safe, active, healthy, achieving, included, respected and responsible

To foster high quality leadership at all levels through valuing & empowering all members of the community.

To create a child centred ethos.

3 Year Overview of 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 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	Increase attainment in Literacy	Increase attainment in literacy, numeracy, health & well-being through outdoor learning	Prioritise the effects of attainment and monitor how new initiatives have impacted on children's learning
Closing the attainment gap between the most and least disadvantaged children	Children in SIMD 1 & 2 make appropriate progress and development	Increased parental participation, learning through curriculum workshops e.g. literacy, numeracy	Children working together in small groups e.g. peer buddy systems
Improvement in children and young people's health and wellbeing	All staff will develop knowledge and understanding on the importance of learning outdoors	Introduce parents to the importance and value of children learning outdoors	Introduce nurture programme to support emotional and social skills with the introduction of increased hours
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)	Develop children's confidence and skills enabling them to become responsible for their own learning	Develop children's confidence and skills in being able to communicate in different ways and become more confident when voicing opinions, contributing to discussions, active listening (communication)	Develop children's ability in working with and relating to others. Teamwork skills are developed in nursery and also through working with outside agencies for enterprising initiatives (teamwork)

Action Plan –Session 2017-2018

Priority 1 Improvements in attainment, particularly in literacy and numeracy		
NIF Driver Assessment of children's progress Parental engagement Teacher professionalism	HGIOELC? 2.3 Learning, teaching and assessment 2.5 Family learning 2.6 Transitions	RRS Article 28: (Right to education): Article 12 (Respect for the views of the child):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Attainment data shows improvement in literacy • Increase staff confidence in using information gathered to inform possible lines of children's development • Confident staff in delivery and understanding of literacy benchmarks • Increased confidence in using appropriate terminology that supports children's transitions to school • Positive parental engagement • Pupils actively engaged in their learning

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Develop staff knowledge and practice in using same literacy and english terminology e.g. phonological awareness and story grammar as early level colleagues in primary	August 2017 January 2018 June 2018	Allison Bell Primary 1 teachers from local primary schools	All staff will be involved in observing assessment techniques and processes at local primary schools

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			Sharing practice with local primary schools to observe and enhance a shared approach to ensure progression in learning
1.2 Staff engage with early level literacy benchmarks	August 2017	SMT All Staff	Staff discussions will evaluate literacy benchmark statements during In-service training day to ensure a clear and consistent approach
1.3 Staff involved in moderation activities to enhance learning and teaching in literacy	Ongoing	SMT All teaching staff	All staff working together on early level early years, school and cluster moderation
1.4 Introduce the Rhyme of the Month	August 2017	Allison Bell Stewart House Local schools	Resources – concrete materials linking to a traditional rhyme each month Moderation – parents, local primary schools, cluster schools and local sheltered housing.
1.5 Introduce lending library to encourage children use books more effectively	August 2017	Aillie Rankin Parents Group	Aillie will take a lead role in supporting parents run the children’s lending library every fortnight

Evidence of Impact

- Data gathering to measure impact on children's progression on literacy
- Staff / Parent's / Children feedback
- Staff/children effectively engaged in literacy activities
- Staff literacy skills enhanced to ensure high expectations of all learners
- Questionnaires form early years staff and primary 1 colleagues to ensure consistent approach for progression

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

NIF Driver

Assessment of children's progress
School leadership
Performance information

HGIOELC?

1.2 Leadership of learning
1.4 Leadership and management of practitioners
2.4 Personalised support
3.2 Securing Children's progress

RRS

Article 28: (Right to education):
Article 3 (Best interests of the child):

Expected outcomes for learners which are measurable or observable

- All children to make appropriate progress and development with particular focus on children in SIMD 1 & 2

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Robust attendance procedure in place	August 2017	SMT & Staff	Clear guidelines for SMT and staff to follow
1.2 All staff aware of individual children and also SIMD 1 & 2	August 2017	SMT & Staff	Staff develop knowledge and understanding of SIMD and ensure suitable systems are in place to clearly identify and close the attainment gap
1.3 Develop a robust system to ensure all children are making appropriate progress. SMT will develop children's progress.	Termly	SMT & Staff	Children's progress monitored and tracked to improve outcomes for children
1.4 Upskilling staff in order to identify children who require support and challenge	August 2017 Ongoing	SMT, Staff, Support Staff, Barnardo's, S&L, Outreach, Educational Psychologist	IST for staff Procedures in place to identify children requiring challenge and support in their learning including SIMD 1 & 2
1.5 Involve parents in learning programmes throughout the nursery	Termly	SMT, Staff, Parents, Children	Learning Festival Showcasing Learning Programmes e.g. Story Grammar, Bookbug, Phonological Awareness

Evidence of Impact

- Data gathering to measure attendance
- Data gathering to measure progress
- Parental questionnaire / feedback
- Termly evaluation
- Professional dialogue for staff and external agencies

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

<p>NIF Driver Assessment of children's progress Parental engagement School Improvement</p>	<p>HGIOELC? 1.2 Leadership of learning 2.2 Curriculum 3.3 Developing creativity and skills for life</p>	<p>RRS Article 28: (Right to education): Article 31 (Leisure, play and culture):</p>
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Expected outcomes for learners which are measurable or observable

- Staff have an increased knowledge of developing children's health & wellbeing
- Staff will develop outdoor area to enhance learning through the use of the natural environment
- Embed outdoor learning into curriculum planning / daily routine

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Contact Health & Safety Officer / Clerk of works for guidance on introducing free flow play	June 2017	SMT	Outdoor Risk Assessment Review Health & Safety Procedure Outdoor Play Policy & Procedure
1.2 Consultation with other early years establishments on developing a rich outdoor learning environment	June 2017	SMT & Staff	SMT & all staff will be given the opportunity to visit other establishments to ensure the effectiveness of opportunities provided in learning outdoors
1.3 Raise staff awareness of the importance of outdoor learning.	August 2017	SMT & Staff	All staff will receive a copy of Care Inspectorate “My World Outdoors” document. Staff allocated suitable time for research
1.4 Develop staff knowledge & understanding of the importance of learning outdoors.	August 2017 Ongoing	SMT & Staff	All staff involved in INST with focus on Froebelian Approaches in order to provide excellent learning opportunities
1.5 Develop staff understanding of using the natural environment as a learning resource	August 2017 Ongoing	SMT & Staff	All staff will undertake INST from Active schools to enhance practice

Evidence of Impact
<ul style="list-style-type: none"> • Enthusiastic children outdoors • Staff, children and parent questionnaire/feedback • Evidence in children's profiles • Photographs, twitter

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)		
NIF Driver Assessment of children's progress Teacher professionalism Parental engagement	HGIOELC? 1.2 Leadership of learning 2.2 Curriculum 3.3 Developing creativity and skills for life	RRS Article 28: (Right to education):

Expected outcomes for learners which are measurable or observable
<ul style="list-style-type: none"> • Children being responsible for their own learning • Children will take a leadership role as part of the nursery pupil council • Children showing a willingness to help and support others • All stakeholders involved in the transition process to the new nursery

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Children actively involved in their own/peer learning and assessment	August 2017 ongoing	SMT All staff Children	Introduce self/group evaluations through colour coded achievement cards
1.2 Key groups and staff members will be allocated roles and responsibilities for Pupil Council to give children appropriate skills for learning, life and work	August 2017 ongoing	SMT All staff Children	All children will be given opportunity to be in the nursery Pupil Council. Children will have clear roles and responsibilities Staff research areas of improvement
1.3 Children involved in the life and management of the nursery therefore developing skills for learning, life and work	ongoing	SMT All staff Children	Fire Safety Officer Health & Safety Officer Linda Wilkie QIO Parents Group
1.4 Continue to involve and update stakeholders on the transition and planning playrooms, outdoors and purchasing resources of the new nursery to maintain excellent collaborative working with the community	June 2017 ongoing	SMT All staff Children Parents	Staff and children visit other establishments floor book for planning and developing new nursery

Evidence of Impact
<ul style="list-style-type: none"> • Confident and capable children • Floor books, wall displays, photographs • Learning visits • Discussion / feedback

Education Scotland Advice:

Developing a manageable, measureable annual improvement plan

An effective improvement plan will consist of a small number of well-considered priorities, expressed as measurable and achievable outcomes for learners.

The school improvement plan should include the following:

- observable, measurable outcomes which focus on learning, achievement and wellbeing;
- priorities clearly linked to NIF drivers and HGIOS⁴ quality indicators (QIs);
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- clear planning for how the Pupil Equity Funding (if relevant) will be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the poverty related attainment gap; and
- measures of success which include performance data, quality indicators and stakeholders' views.

Mapping HGIOS4 quality indicators to the key drivers in the NIF

Quality indicators 1.3, 2.3 and 3.2 will be part of the reporting arrangements for the NIF from 2016/17 onwards, through self-evaluation and school inspection.

NIF key driver for Improvement	Evidence this will provide	Supporting Quality Indicators (HGIOS4)	Sources of Evidence
School Leadership	Quality and impact of leadership at all levels within the school	1.3 Leadership of change 1.2 Leadership of learning	Individual/group/department/working group discussions; Minutes of meetings: team/stage/department; SIMD data for school. Direct observations by peer/PT/FH/SLT; PRD/CPD procedures; staff participation in working groups; record of staff involvement in leadership opportunities; minutes of collegiate meetings; staff CPD program; planned dialogue with pupils.
Teacher professionalism	Impact of collegiate working and teacher professional learning on children's progress and achievement. Effectiveness of moderation of teacher professional judgement of Curriculum for Excellence levels.	2.3 Learning teaching and assessment	Direct observations by peer/PT/FH/SLT; shadowing a class/individual pupil; formal/informal classroom visits; learning walks; minutes of moderation DMs; sampling of pupil work in class/home learning; staff planning and recording.
Parental Engagement and Partnership working	Impact of parents and parent councils in helping the school to improve. Ways in which parents are partners in their child's education. Progress towards developing a family learning programme across communities.	2.5 Family learning 2.7 Partnerships	Engagement/Discussion with parents at parents' evenings; questionnaires/surveys to parents; minutes of parent council/pupil council; programmes of family involvement in home learning; Details of learning visitors/partners/speakers in departments; partners such as CLD/WCS working with pupil's in/out-with school???
Assessment of children's progress	Percentage of children achieving Curriculum for Excellence levels in reading, writing, listening and talking and numeracy at P1, P4, P7 and S3. Children's overall achievements in national qualifications and trends in improving attainment over time.	2.3 Learning teaching and assessment 1.1 Self-evaluation for self-improvement 1.2 Leadership of learning	As above. Minutes of department meetings/SchLT/SLT/working group meetings; Minutes of moderation meetings; analysis of exam results on Insight; frequent monitoring and tracking data; SIMD data; pupil progress from prior levels of attainment; As above.

<p>School improvement</p>	<p>Success in raising attainment and achievement for all children. Extend to which the school ensures equity for all children. Overall quality of learning, teaching and assessment. Overall progress with key priorities at school, local and national level.</p>	<p>2.3 Learning teaching and assessment 3.2 Raising attainment and achievement 1.1 Self-evaluation for self-improvement 2.2 Curriculum 3.3 Increasing creativity and employability 2.4 Personalised support 2.6 Transitions</p>	<p>As above.</p> <p>Minutes from departmental tracking meetings; Minutes of moderation meetings between departmental staff and cluster staff; planning of assessments; use of evidence of progress over time especially at transitions; celebrating pupil achievements; tracking of literacy and numeracy levels.</p> <p>As above.</p> <p>Minutes of staff discussions on local & national guidance and policy; DM minutes; effective use of support materials to develop curriculum; examples of IDL; planned dialogue with pupils; personalisation and choice in BGE option choices.</p> <p>Records of partnerships with CLD/STEM/agencies who deliver learning in school; enterprise groups in school; BYOD policy and how it is utilised; positive leaver destination data; PLPs.</p> <p>Use of ASN information in planning of learning; planning/recording of learning and teaching; pupil profiles; CPD/PRD; Minutes of discussions around differentiation and assessment; inclusion data.</p> <p>Enhanced transitions; Pastoral information, attainment and achievement data shared in the cluster; Minutes of moderation meetings within cluster; Pupil P7 induction programme; Minutes of DMs discussion learner Pathways/moderation of achieving a level/progression from BGE to senior phase; Options choice process in BGE and in senior phase; Pupil profiling; feedback from parents' evenings, induction evenings and P7 induction days.</p>
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