

# Education – Improvement Planning Document

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Establishment Name:

KELLY STREET CHILDREN'S CENTRE

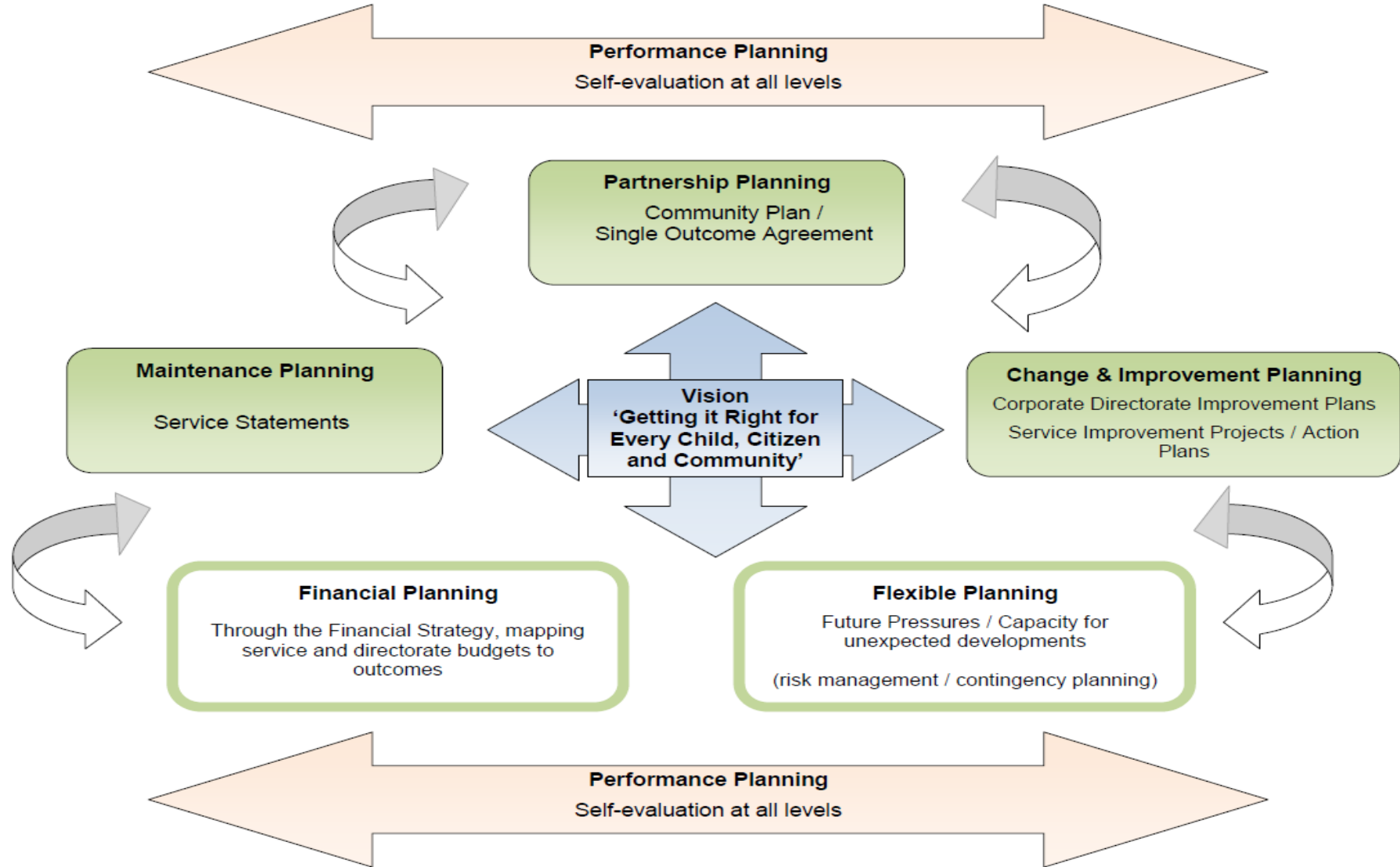
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Signatures:

|                              |                |      |         |
|------------------------------|----------------|------|---------|
| Head of Establishment        | PATRICIA WYLIE | Date | 21/6/16 |
| Depute Head of Establishment | GAYNOR WIGGINS | Date | 21/6/16 |
| Quality Improvement Officer  | LINDA WILKIE   | Date |         |

# Planning for Delivery and to Secure Improvement



## An Inverclyde Educational Establishment Improvement Plan will:

- ✓ share, articulate and take action on a vision
- ✓ ensure that aspirations lead to actions
- ✓ address the most important issues and make sure we “do the right things”
- ✓ show that we involve staff and other partners in our work
- ✓ demonstrate innovation in our thinking
- ✓ be accountable, open and transparent
- ✓ focus on outcomes and Improvement

## Our Vision, Values and Aims

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### 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.

# Summary of Self Evaluation Process

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## 1. How we carried out our self-evaluation and involved our stakeholders

- Questionnaires to parents
- Comments box for families
- Questionnaires to associated external agencies
- Brainstorming/mind mapping with groups of children (pupil council) as part of children's handbook
- Team meetings with staff looking at self-evaluation overview

## 2. Overview of the main findings from our self-evaluation

- Children are very keen to be involved in working groups such as pupil council, mini management
- Introduce children's handbook to support initial transitions - further to discussion with Linda Wilkie we are looking to further develop our transitions both from home to nursery and within the nursery
- Planning procedures need to be changed as the current planning documents do not allow for learning journeys to be recorded or track children's development or build on prior knowledge

Nurturing Inverclyde

Successful Learners

Confident Individuals



Effective Contributors

Responsible Citizens

## 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 Wellbeing Indicators.

Our Improvement Priorities extend from Year 1 – Year 3. Each priority has been coded accordingly:

|        |           |     |
|--------|-----------|-----|
| Year 1 | 2015-2016 | (1) |
| Year 2 | 2016-2017 | (2) |
| Year 3 | 2017-2018 | (3) |

In addition to our Improvement Priorities, there are also aspects of our work which are ongoing – work that is significant, but nonetheless can be classified as “Business As Usual”. Such aspects of work have been coded as:

|             |     |
|-------------|-----|
| Maintenance | (M) |
|-------------|-----|

Our Year 2 (2016-2017) Action Plan follows the overview.

## Achieving

Literacy (2)  
Parental engagement & partnership working (2)  
Developing ICT skills throughout the establishment (3)  
Review procedures for self-evaluation (M)  
Planning (M) Numeracy (M)

## Nurtured

Transition from home to nursery (M)  
Staged intervention (M)

## Healthy

Develop Physical Programme (2)

## Active

Develop physical programme (M)

## Safe

GIRFEC Pathway (2)

Getting it Right  
for Every Child,  
Citizen and  
Community

## Respected

Development of the children's voice within the  
nursery (M)

## Included

Leadership at all levels introducing working groups for all  
(2)  
Transition (M)

## Responsible

Pupil council / mini management team (M)  
Greater personalisation and choice for children within the  
curriculum (3)



## Action Plan – Year 2

| Focus Area<br>(Achieving)  | Where are we now?   | Where do we want to be?  | How will we get there?  | When will we get there?          | How will we know?  | Who will lead?  | Which partners will be involved?                          |
|--|---|--|---|----------------------------------|--|---|---|
| <p><b>Embedding Literacy throughout all learning experiences</b></p> | <p>Self-evaluation identified very good literacy experiences throughout all playroom activities</p> | <p>We want to raise attainment of children's opportunities and learning experiences and literacy and close the gap in learning</p> | <p>Deliver a Universal approach to challenge and support children using a whole staff team approach to enhance the literacy programme</p> | <p>On-going from August 2016</p> | <p>Reflecting and monitoring practice</p> <p>Children's Progress recorded in profiles</p> <p>implementing test of change to have a clear measure of attainment</p> | <p>Nursery staff team, Management team and Literacy Leader (Allison Bell)</p> | <p>local community schools, parents and nursery staff</p> |
|  |   |  |   |                                  |  |   |   |

|   |  |   |   |  |   |   |   |
|---|--|---|---|--|---|---|---|
| <p><b>Parental engagement &amp; partnership working</b></p> | <p>Currently the nursery has good produces and practices in place.</p> | <p>We will engage with parents in a wide variety of different ways to include them in their children's learning journey</p> | <p>Consultation with parents</p> <p>Arrange parental Workshops for parental/child interactions</p> <p>Introduce five to thrive philosophies into every day practice</p> | <p>On-going from October 2016 once all children are settled into the nursery routine</p> | <p>Self- Evaluation and monitoring</p> <p>Communication with parents &amp; Children</p> <p>Questionnaires</p> | <p>Nursery staff team and Management team</p> | <p>Inverclyde Council local libraries</p> <p>Outside Agencies (football, gymnastics, dancing etc.)</p> <p>local community schools</p> |
|---|--|---|---|--|---|---|---|

## Action Plan – Year 2

| Focus Area (Safe)    | Where are we now?  | Where do we want to be?  | How will we get there?  | When will we get there?  | How will we know?   | Who will lead?                                | Which partners will be involved?                        |
|----------------------|--|--|---|--|---|---|---|
| <p><b>GIRFEC</b></p> | <p>The nursery has procedures in place to implement the introduction of the named person. The management team have undertaken training from Inverclyde Council and research to support GIRFEC, Care Plans and GIRFEC Pathway</p> | <p>All staff to be aware of the introduction of GIRFEC and embedding the language of the well-being indicators into every day practice</p> <p>All children transferred effectively from Staged Assessment and Intervention to GIRFEC Pathway</p> | <p>In service training for all staff</p> <p>In house training for all staff</p> <p>Joint CPD Training</p> | <p>August 2016 in-service training</p> <p>On-going throughout daily practice</p> | <p>Management team will Monitor and evaluate the effectiveness of the staff using the well-being indicators</p> <p>Quicker results from all agencies supporting children and families</p> | <p>Management team</p> <p>GIRFEC Champion</p> | <p>All educational, social and health professionals</p> |

## Action Plan – Year 2

| Focus Area<br>(Healthy)                  | Where are we now?  | Where do we want to be?   | How will we get there?  | When will we get there?                            | How will we know?   | Who will lead?   | Which partners will be involved?  |
|--|--|---|---|--|---|--|---|
| <p><b>Develop physical programme</b></p> | <p>Nursery has a very good programme in place for physical development using outside agencies.</p> | <p>We aim to develop a programme enhancing the children's physical skills</p> | <p>Introducing a coherent programme using 'Active Start' and Connections from the active start team</p> | <p>August 2016<br/>Ongoing throughout the year</p> | <p>Management Team<br/>Monitoring and Evaluating Effectiveness of programme</p> <p>Progress recorded in children's profiles</p> <p>Tracking children's learning</p> | <p>Management Team</p> <p>PE Champion (Louise Robertson)</p> | <p>Outside Agencies (football, gymnastics, dancing etc.)</p> <p>local community schools</p> <p>Active Schools</p> |

## Action Plan – Year 2

| Focus Area (Included)   | Where are we now?  | Where do we want to be?  | How will we get there?  | When will we get there?              | How will we know?  | Who will lead?              | Which partners will be involved?   |
|---|--|--|---|--------------------------------------|--|-----------------------------|--|
| <p><b>Leadership at all levels introducing working groups for all</b></p> | <p>We have identified key staff to take a lead role in developing pupil council and mini management team</p> | <p>We will give all staff opportunities to take a lead role in developing effective working groups with the children</p> | <p>Offer opportunities for continued professional development for staff to develop leadership skills through in service training, CPD Gateway and further education</p> | <p>August 2016<br/><br/>On going</p> | <p>Monitoring and evaluating the effectiveness of the groups</p> | <p>The whole staff team</p> | <p>Local community schools<br/><br/>Children’s Rights Officer<br/><br/>Health &amp; Safety Officer</p> |
|   |  |  |   |                                      |  |                             |  |