

# Early Years – Improvement Planning Document

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Establishment Name:

Bluebird Family Centre

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Signatures:

Head of Establishment	Gillian McDougall	Date	28 <sup>th</sup> June 2017
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Quality Improvement Officer	Linda Wilkie	Date	28 <sup>th</sup> June 2017
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# Our Vision, Values and Aims

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## **VISION**

At Bluebird Family Centre we provide a welcoming environment which is safe, nurturing and caring for all children and families. All children are provided with enriching opportunities to allow them to achieve their full potential and build on their confidence for the future.

## **VALUES**

At Bluebird Family Centre

- We are gentle, kind and helpful towards others
- We listen to each other
- We are honest
- We take care of our nursery
- We try our best, all of the time

***Aims: At Bluebird Family Centre it is our belief that each child has the right to;***

- SAFE:** A learning environment which is safe and secure.
- HEALTHY:** Learn about healthy lifestyles to make positive choices for the future.
- ACHIEVING:** Be a successful learner, confident individual, responsible citizen and effective contributor.
- NURTURED:** A sense of belonging and the opportunity to build positive attachments with staff.
- ACTIVE:** Stimulating activities which encourage meaningful play, impacting positively on lifelong learning.
- RESPECTED:** Be involved in making decisions within the centre.
- RESPONSIBLE:** Develop an understanding of the centre's core values, to equip them with the skills to be a responsible citizen.
- INCLUDED:** Be accepted and valued.

## 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 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

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	Session 2017/18	Session 2018/19	Session 2019/20
Improvements in attainment, particularly in literacy and numeracy	Increased Bookbug sessions Family workshops	Use evaluative information to identify further involvement of families	
Closing the attainment gap between the most and least disadvantaged children	Improving recording systems for children's attendance Using data to identify patterns of absence.	Increase support through Family Support worker for families to enable children to be more regular attenders at nursery.	
Improvement in children and young people's health and wellbeing	Embed GIRFEC Pathways Use of Wellbeing application		
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)	Developing our Outdoor garden through consultation process with all Stakeholders		

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# Action Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> School leadership Parental engagement Assessment of children's progress	<b>HGIOELC?</b> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning	<b>RRS</b> Article 28: (Right to education): Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• The Senior Management Team (SMT) will ensure all practitioners have the opportunity to be involved in high quality, individual and collective professional learning and development which improve outcomes for children.</li> <li>• Parents/Carers will be actively involved in their child's learning and understand their contribution in ensuring progression in learning.</li> <li>• Practitioners will use a range of assessment information to plan high quality learning experiences which offer challenge and support</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
Practitioners will be involved in Experiential Play Training with a focus on Numeracy & Literacy impacting positively on professional learning and improving outcomes for children.	August 2017	Senior Management Team  Practitioners across the early years cluster.	Experiential Play Training  16 <sup>th</sup> August 2017  Shared cost with cluster from budget

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Collaborative working with early years cluster colleagues to moderate success criteria and improve assessment methods.	Termly Meetings hosted at Binnie St. Children's centre	Depute Head Cluster Hiltje Mullholland	Time for termly meetings and to share information with own staff team
Family learning sessions to help parents/carers understand the significant role they provide in contributing and consolidating children's learning.	13/09/17, 25/10/17 17/01/18, 18/04/18	Claire McIntyre (DHoC) Claire Mason (F.S.W)	Time, existing resources, parent/carer power point, parent/carer resources for workshops
Family learning sessions which support parents/carers in positively addressing their own learning needs in numeracy & literacy, which will equip them with the skills to support their children's learning needs.	Block 1 – September Block 2 – TBC Block 3 – TBC Block 4 – TBC	Claire McIntyre (DHoC) Claire Mason (F.S.W) Community Learning & Development	Time, existing resources, parent/carer power point, parent/carer resources for workshops  Community Learning & Development
Increased Bookbug sessions for children and parents under 3	Sessions offered twice weekly, dates TBC after consultation process with parents	Claire Mason (F.S.W) Myra (invderclyde Libraries)	Time, Bookbug resources
Implementation of SEAL maths planners to further develop practitioners understanding of progression of learning in number and identify areas of challenge and support for individuals	August 2017 – continuous agenda item for Rainbow Rm. monthly planning meeting	Claire McIntyre (DHoC) Rainbow Rm. Practitioners Coaching & Modelling Staff (Attainment Challenge)	Twilight session from attainment challenge officer  SEAL Maths Planners  Time allocated at planning meetings

**Evidence of Impact**

- Evaluation of Experiential Play training and how as a staff team we take it forward
- Observed high quality interactions with children, providing challenge and support with individual learning needs.
- Observations of positive professional dialogue between cluster colleagues, challenging and developing the knowledge of practitioners.
- Evaluations of family learning programmes including Bookbug sessions
- Parent consultation and feedback via Questionnaires
- Data collected on the uptake of parental involvement
- Evaluative questions and post it process used to gather views on literacy and numeracy programmes
- Performance data from SEAL Maths Planners providing positive information to build in challenge and support
- HGIOELC quality indicators 1.2, 2.3,2.4,2.5 to measure success and identify areas for improvement

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

<b>NIF Driver</b>	<b>HGIOELC?</b>	<b>RRS</b>
Assessment of children's progress Parental engagement School Improvement	1.2 Leadership of learning 2.4 Personalised support 2.5 Family learning 3.1 Ensuring wellbeing, equality and inclusion	Article 3 (Best interests of the child): Article 5 (Parental guidance):

**Expected outcomes for learners which are measurable or observable**

- Improving partnerships with families in raising attainment
- Additional support for children living in SIMD 1 & 2 areas to attend nursery more consistently
- Children's individual learning needs are identified through assessment methods and appropriate support put in place



Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Family Sessions on ‘What does raising attainment mean to me as apparent/carer?’</li> </ul>	13/09/17, 25/10/17 17/01/18, 18/04/18	DHoC Coaching & Modelling officers from attainment challenge	Time Family Room
<ul style="list-style-type: none"> <li>Raise awareness with families of the importance of consistent attendance at nursery and the positive outcome this has for their child</li> </ul>	Termly	Primary Colleagues	Wall display Information sheet Information Events St. Joseph’s Primary School
<ul style="list-style-type: none"> <li>Create and implement a more robust procedure between staff team and SMT for recording patterns of attendance</li> </ul>	August In-service Monitoring of consistency of procedure Review date October 2017	SMT Identified individuals from each room Clerical Staff (Andrewina/Rhona)	Time Staff team Meetings
<ul style="list-style-type: none"> <li>F.S.W home visits to support learning in the home and support removal of barriers for attending nursery</li> </ul>	Ongoing	Claire Mason SMT	Time
<ul style="list-style-type: none"> <li>Through observation and monitoring practitioners will share at monthly planning meetings support required for individual key children.</li> </ul>	Monthly planning meetings	All Staff across playrooms SMT	Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
	Review of process December 2017		Training on focused observations/recording accurate information
<ul style="list-style-type: none"> <li>Identified children will be supported/challenged by teacher &amp; FSW</li> </ul>	Monthly planning meetings  Review of process December 2017	SMT  Teacher (3-5yrs)  FSW (0-3yrs)	Time  GIRFEC Pathway

Evidence of Impact
<ul style="list-style-type: none"> <li>Feedback from parents through questionnaires and evaluations of family programmes/information events</li> <li>SEEMIS to provide data on patterns of attendance</li> <li>Observations from practitioners on impact of improved attendance</li> <li>GIRFEC Pathway implemented for targeted children at earliest stage ensuring positive outcomes</li> <li>Involving all stakeholders in self-evaluation processes focusing on 1.2, 2.4,2.5, 3.1</li> <li></li> </ul>

Priority 3 Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School leadership Parental engagement Assessment of children's progress	<b>HGIOELC?</b> 1.4 Leadership and management of practitioners 2.1 Safeguarding and child protection	<b>RRS</b> Article 12 (Respect for the views of the child): Article 29 (Goals of education):

	2.4 Personalised support 3.1 Ensuring wellbeing, equality and inclusion	
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**Expected outcomes for learners which are measurable or observable**

- Improve practitioner’s knowledge of Inverclyde GIRFEC Pathways
- Children’s learning needs identified at the earliest stage through observation and assessment processes
- Collaborative approach involving parents and professional agencies
- Effective systems for the recording and reviewing of information
- Universal and targeted support is fully embedded – ensuring positive outcomes for individual children
- Children show an understanding of wellbeing indicators

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
<ul style="list-style-type: none"> <li>• Twilight sessions to revisit and ensure understanding of GIRFEC Pathways and the effective use of in house monitoring and recording processes</li> </ul>	September 2017 4 weekly sessions	All Practitioners Educational Psychologist (Andrea Montgomery)	Time Staff commitment to CPD
<ul style="list-style-type: none"> <li>• Allocation of time to discuss individual children’s needs identified through playroom observations, planning and assessment</li> </ul>	Planning meetings (monthly)  Key worker meetings (termly)	SMT All Practitioners	Time
<ul style="list-style-type: none"> <li>• Family Sessions to develop parents/carers understanding of GIRFEC alongside their child</li> </ul>	Termly	FSW	GIRFEC parent/child friendly materials

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Collaborative working alongside all agencies involved in the life of the child ensuring accountability of roles and responsibilities.</li> </ul>	Ongoing	SMT, Practitioners, EDPsych, SALT, CHCP, Outreach Team	Meetings, minutes, GIRFEC paperwork
<ul style="list-style-type: none"> <li>Early interventions in accessing external agencies support</li> </ul>	Ongoing	SMT, Practitioners, ED.Psych, SALT, CHCP, Outreach Team	Request for assistance paperwork
<ul style="list-style-type: none"> <li>Wellbeing application paperwork uploaded successfully to ensure sharing of information and supporting transition processes</li> </ul>	Ongoing	SMT  Clerical staff  HQ – Norman Greenshields and Jill Gilchrist for support	Office  SEEMIS Application  Time

### Evidence of Impact

- Information gathered at beginning of twilight sessions and revisited at end of sessions to collect data on improved knowledge
- Good quality information shared at keyworker meetings (termly)
- Evaluations of family sessions
- All children's wellbeing applications uploaded to the electronic system
- More robust self-evaluation with parents and external agencies using HGIOELC quality indicators 1.4, 2.1, 2.4, 3.1 to measure success and identify areas for improvement

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> School Improvement Parental engagement Assessment of children's progress	<b>HGIOELC?</b> 1.1 Self-evaluation for self-improvement 2.7 Partnerships 3.1 Ensuring wellbeing, equality and inclusion 3.3 Developing creativity and skills for life	<b>RRS</b> Article 12 (Respect for the views of the child): Article 31 (Leisure, play and culture):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Consultation with all stakeholders in the development of our outdoor learning areas</li> <li>• Increased opportunity to develop children's creativity</li> <li>• Children will develop skills for life and learning through development of outdoor area</li> <li>• Children will apply skills in a range of contexts</li> </ul>

<b>Tasks to achieve priority</b>	<b>Timescale and checkpoints</b>	<b>Those involved – including partners</b>	<b>Resources and staff development</b>
<ul style="list-style-type: none"> <li>• Develop an outdoor learning working group involving children, parents/carers, local community</li> </ul>	September 2017	Practitioners, families, community	Time Meeting date and time that suits everyone
<ul style="list-style-type: none"> <li>• Collate ideas gathered at consultation process and plan implementation</li> </ul>	November 2017	Working Group	Time Meeting date and time that suits everyone
<ul style="list-style-type: none"> <li>• Develop ideas and plans with support from Royal Bank of Scotland and Woodland Trust</li> </ul>	March 2018	Working Group	Time

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
		Royal bank of Scotland Woodland Trust	Purchasing of resources
<ul style="list-style-type: none"> <li>Children will be involved in real life situations through the development of outdoor learning area , which further develop skills for life and learning</li> </ul>	Ongoing	All practitioners Parents Community	Access new resources in line with consultation process
<ul style="list-style-type: none"> <li>Staff developing their knowledge of highly skilled questioning through blooms taxonomy to encourage enquiry and curiosity</li> </ul>	November 2x twilight sessions	SMT All Practitioners	Time In-house Training Teacher to develop 'prompt' resource for staff use throughout playroom practice

### Evidence of Impact

- Gathering questionnaires from consultation process
- Agreed plans are in place and timescales being met accordingly
- Observations of children actively involved in processes
- Recording of children's views
- Observations of staff child interactions being of higher quality
- HGIOELC quality indicators 1.1, 2.7, 3.1, 3.3 to measure success and identify areas for improvement