

# 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	20 <sup>th</sup> June 2019
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Quality Improvement Officer	Linda Wilkie	Date	20 <sup>th</sup> June 2019
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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

	<b>Session 2017/18</b>	<b>Session 2018/19</b>	<b>Session 2019/20</b>
Improvements in attainment, particularly in literacy and numeracy	Increased Bookbug sessions Family workshops	Implement Seal Programme and embed in playroom practice	Develop Moderation Programme and Procedure
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.	Embed Vygotsky principles within playroom practice  Work collaboratively with Speech & Language Therapists to close vocabulary gap	Develop pre reading and writing skills
Improvement in children and young people's health and wellbeing	Embed GIRFEC Pathways  Use of Wellbeing application	Embed rights respecting practice throughout the centre	Embed rights respecting practice throughout the centre
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	Continue with the development of the outdoor area  Further develop recent 'Grounds for Learning' Initiative	Develop an understanding of a Froebelian approach to learning.  Embed Froebelian practices into our pedagogy

# Action Plan –Session 2017-2018

<b>Priority 1</b> Improvements in attainment, particularly in literacy and numeracy		
<b>NIF Driver</b> Teacher professionalism	<b>HGIOELC?</b> 1.2 Leadership of learning 2.3 Learning, teaching and assessment 3.2 Securing Children's progress	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children will experience more consistency in interactions between staff.</li> <li>• More reliable information on children’s stage of learning will be generated.</li> <li>• There will be an improvement in learner’s progress as staff have a shared understanding of assessment and learning.</li> <li>• Children will experience more individualised challenge and support in their learning.</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>• Staff training opportunity to develop professional learning on moderation and in-depth look at each step of the moderation cycle.</li> </ul>	<ul style="list-style-type: none"> <li>• October in-service day</li> </ul>	<ul style="list-style-type: none"> <li>• Claire McIntyre DHoC</li> <li>• Ailie Rankin – Teacher</li> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Moderation Hub</li> <li>• Moderation Presentation</li> </ul>
<ul style="list-style-type: none"> <li>• Staff training opportunity to develop an understanding of Inverclyde Learning,</li> </ul>	<ul style="list-style-type: none"> <li>• Twilight sessions covered in term 1</li> </ul>	<ul style="list-style-type: none"> <li>• Claire McIntyre DHoC</li> <li>• Ailie Rankin – Teacher</li> <li>• Rainbow Room Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Inverclyde Learning, Teaching &amp; Assessment Policy</li> <li>• Progression Pathways</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
Teaching, & Assessment Policy, Progression Pathways and Benchmarks			<ul style="list-style-type: none"> <li>• Benchmarks</li> <li>• Time for Twilight Sessions</li> </ul>
<ul style="list-style-type: none"> <li>• Staff will work collaboratively within the early years cluster developing a shared understanding of the moderation cycle and embedding this into everyday practice</li> </ul>	<ul style="list-style-type: none"> <li>• Six week moderation programme in terms 2, 3 &amp; 4</li> </ul>	<ul style="list-style-type: none"> <li>• DHoC Bluebird &amp; Binnie St.</li> <li>• 3-5 room staff from Bluebird and Binnie St.</li> </ul>	<ul style="list-style-type: none"> <li>• Bluebird Family Centre &amp; Binnie Street Children’s Centre Moderation Programme</li> <li>• Time for collaborative working and planning</li> </ul>

Evidence of Impact
<ul style="list-style-type: none"> <li>• Direct observations</li> <li>• Professional Dialogue</li> <li>• Tracking systems – progression pathways embedded into practice</li> <li>• Staff planning and recording</li> </ul>

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> Assessment of children's progress	<b>HGIOELC?</b> 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 3.2 Securing Children's progress	<b>RRS</b> Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children will have an increased vocabulary.</li> <li>• The gap between children’s vocabulary score and the age appropriate score will be reduced.</li> <li>• Children will have greater pencil control and will be choosing to mark make and write more often.</li> <li>• Children will be more able to engage with books and employ pre reading skills.</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>• Embedding Dialogic Teaching techniques to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Twilight sessions covered in term 1</li> </ul>	<ul style="list-style-type: none"> <li>• Ailie Rankin – Teacher</li> <li>• Rainbow Room Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Dialogic Teaching Pack/Presentation</li> <li>• Time</li> </ul>
<ul style="list-style-type: none"> <li>• Develop Bedtime stories programme</li> </ul>	<ul style="list-style-type: none"> <li>• Daily stories updated</li> <li>• Termly Bedtime Story development meetings -</li> </ul>	<ul style="list-style-type: none"> <li>• Stephanie Sinnamon – Graduate</li> <li>• Kayley Buchan – EYECO</li> <li>• Chelsea Little - ISA</li> <li>• All Staff Team</li> </ul>	<ul style="list-style-type: none"> <li>• Tablets</li> <li>• Time</li> <li>• Library Resources</li> </ul>



Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
<ul style="list-style-type: none"> <li>Develop writing area and writing opportunities across the playroom.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Stephanie Sinnamon – Graduate</li> <li>All Rainbow Room Staff</li> </ul>	<ul style="list-style-type: none"> <li>Raising awareness with staff team of importance of hand development</li> <li>Develop finger gym resources</li> <li>Variety of writing materials</li> </ul>
<ul style="list-style-type: none"> <li>Develop story area to further promote story exploration.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Stephanie Sinnamon – Graduate</li> <li>All Staff Team</li> </ul>	<ul style="list-style-type: none"> <li>Story telling resources</li> <li>Central Library – Every Child a Library Member</li> </ul>
<ul style="list-style-type: none"> <li>Introduce and maintain a programme of rhyme of the month.</li> </ul>	<ul style="list-style-type: none"> <li>September 2019</li> </ul>	<ul style="list-style-type: none"> <li>Stephanie Sinnamon – Graduate</li> <li>All Staff Team</li> </ul>	<ul style="list-style-type: none"> <li>Bank and timetable of rhymes</li> <li>Clerical support</li> <li>Twitter</li> <li>Displays</li> </ul>

### Evidence of Impact

- Data from assessment tool Renfrew Scale
- Direct observations
- Progress samples of mark making.
- Parental feedback
- Questionnaires

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School leadership Assessment of children's progress	<b>HGIOELC?</b> 1.3 Leadership of change 3.1 Ensuring wellbeing, equality and inclusion	<b>RRS</b> Article 42 (Knowledge of rights): Article 3 (Best interests of the child):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Children have an increased awareness of their rights and are empowered to reach their full potential</li> <li>• Bluebird Family Centre will achieve UNCRC Bronze Award</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>• Staff training opportunity UNCRC Rights of the Child</li> </ul>	<ul style="list-style-type: none"> <li>• October 2019</li> <li>• Checkpoints: Termly</li> </ul>	<ul style="list-style-type: none"> <li>• UNCRC – Rights Respecting Schools</li> <li>• Carol Shaw/Joanne McEwan – Lead RRS Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li>• Time for training</li> <li>• UNCRC – Resource Pack</li> </ul>
<ul style="list-style-type: none"> <li>• Embed rights respecting practice throughout the centre</li> </ul>	<ul style="list-style-type: none"> <li>• April 2020</li> </ul>	<ul style="list-style-type: none"> <li>• UNCRC – Rights Respecting Schools</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Planning meetings</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
		<ul style="list-style-type: none"> <li>• Carol Shaw/Joanne McEwan – Lead RRS Co-ordinator</li> <li>• Staff Team</li> </ul>	
<ul style="list-style-type: none"> <li>• Raise awareness with children and empower them to realise their full potential</li> </ul>	<ul style="list-style-type: none"> <li>• April 2020</li> <li>• Checkpoints: Termly</li> </ul>	<ul style="list-style-type: none"> <li>• UNCRC – Rights Respecting Schools</li> <li>• Carol Shaw – Lead RRS Co-ordinator</li> <li>• Staff Team</li> </ul>	<ul style="list-style-type: none"> <li>• Time for consultation with children</li> </ul>
<ul style="list-style-type: none"> <li>• Work towards achieving ‘Bronze Award’ with UNICEF Rights Respecting Schools</li> </ul>	<ul style="list-style-type: none"> <li>• April 2020</li> </ul>	<ul style="list-style-type: none"> <li>• UNCRC – Rights Respecting Schools</li> <li>• Carol Shaw – Lead RRS Co-ordinator</li> <li>• Staff Team</li> </ul>	<ul style="list-style-type: none"> <li>• Time to collect data</li> <li>• Time for online application</li> <li>• Time for meetings with UNCRC lead Co-ordinator</li> </ul>

Evidence of Impact
<ul style="list-style-type: none"> <li>• Direct Observations</li> <li>• Professional dialogue</li> <li>• Minutes of meetings</li> <li>• Tracking data</li> <li>• Achieve Bronze Award</li> </ul>

<b>Priority 4</b> Improvement in employability skills and sustained positive school leaver destinations for all young people		
<b>NIF Driver</b> School Improvement	<b>HGIOELC?</b> 1.3 Leadership of change 3.3 Developing creativity and skills for life 2.5 Family learning 2.7 Partnerships	<b>RRS</b> Article 3 (Best interests 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>• Improvement in children’s problem solving skills</li> <li>• Improvement in children’s mark making and drawing skills</li> <li>• Strengthened foundations of early maths understanding.</li> <li>• Increased levels of engagement through whole child learning.</li> <li>• Children having greater ownership of their learning</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>• Sharing Froebelian principles and practice</li> </ul>	<ul style="list-style-type: none"> <li>• August In-service Day</li> </ul>	<ul style="list-style-type: none"> <li>• Ailie Rankin – Teacher</li> <li>• Kerry Campbell – Senior</li> <li>• All Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Time</li> </ul>
<ul style="list-style-type: none"> <li>• Development of loose parts provision</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Ailie Rankin – Teacher</li> <li>• Rainbow Room</li> </ul>	<ul style="list-style-type: none"> <li>• Parent &amp; Community Donations</li> <li>• Twitter/Newsletter</li> </ul>
<ul style="list-style-type: none"> <li>• Development of risky play opportunities outdoors and sharing the importance of this with staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Ailie Rankin – Teacher</li> <li>• Rainbow Room</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Meeting</li> <li>• Parent Open Day/Maths Week</li> </ul>

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
			<ul style="list-style-type: none"> <li>• Budget</li> <li>• Risky play resources</li> </ul>
<ul style="list-style-type: none"> <li>• Development of sewing area and sharing the importance of this with staff and parents</li> </ul>	<ul style="list-style-type: none"> <li>• Term 2</li> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Kerry Campbell – Senior</li> <li>• Rainbow Room</li> <li>• Parents Sewing group</li> <li>• Gail McMenemy - FSW</li> </ul>	<ul style="list-style-type: none"> <li>• Sewing Resources</li> <li>• Staff Meeting</li> <li>• Parent Open Day</li> <li>• Budget</li> </ul>

#### Evidence of Impact

- Direct Observations
- Professional dialogue
- Minutes of meetings
- Tracking data for writing
- Progress samples of mark making.
- Parental feedback
- Questionnaires