

# Education – Improvement Planning Document

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Establishment Name:

***Bluebird Family Centre***

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Signatures:

Head of Establishment	Gillian McDougall	Date	June 2015
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Quality Improvement Officer	Sheena Beaton	Date	June 2015
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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** - *Getting it right for every child family and community. At bluebird family Centre it is our belief that each child*

**SAFE:** has the right to a learning environment which is safe and secure. They are protected from danger and supported when at risk.

**HEALTHY:** has the right to learn about healthy lifestyles, to make positive choices for the future.

**ACHIEVING:** has the right to be a successful learner, confident individual, responsible citizen and effective contributor.

**NURTURED:** has the right to a sense of belonging and the opportunity to build positive attachments with staff.

**ACTIVE:** has the right to stimulating experiences which encourage meaningful play, impacting positively on lifelong learning.

**RESPECTED:** has the right to be involved in making decisions within the centre.

**RESPONSIBLE:** has the right to develop an understanding of the centre's core values, to equip them with the skills to be a responsible citizen

**INCLUDED:** has the right to be accepted, valued and supported to overcome any barriers to their learning

# Summary of Self Evaluation Process

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

In light of our recent school review this process highlighted how well our children learn and achieve at Bluebird Family Centre, the key strengths of our establishment; a new Senior Management Team which is determined to work collegiately to improve the experience of all children in the establishment, the commitment and hard work of all staff and also the care and support given to children and families. This review also highlighted areas for development; further develop effective approaches to self-evaluation which will improve the quality of education for all children. Develop frameworks and processes and improve the programme for Literacy and Numeracy. These key areas for development were also reflected in the centre's self-evaluation processes and will form our improvement plan.

Children from the Rainbow Room were particularly involved in planning and evaluating their learning through mind maps. This process ensured children were involved in all aspects of their learning, planning and evaluating.

Parents/Carers were consulted throughout the year via questionnaires and informal chats at parents group. Through self-evaluation it has been noted that the return on questionnaires is generally low and new measures need to be put in place to ensure parent's voices are heard.

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

Action plans have been put in place to support highlighted areas for development.

## 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: Session 2015-2016	(1)
Year 2: Session 2016-2017	(2)
Year 3: Session 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)
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Our Year 1 Action Plan for 2015-2016 follows the overview.

**Achieving**

By implementing a system that closely tracks cross curricular subjects, children's achievements will be highlighted with clear lines for progression (M)

**Nurtured**


Building on the PATHS programme children will be more resilient to cope with everyday life without undue or persistent anxiety. (2)

**Healthy**

The PATHS Programme will ensure children are equipped with the skills to manage their emotions and relationships impacting on positive mental health (1)

**Active**

Children actively engage in outdoor learning actively participating in stimulating activities (M)



Getting it Right  
for Every Child,  
Citizen and  
Community

**Safe**

Introduction of Girfec Named Person will ensure a positive collaborative approach to working with our partner agencies ensuring best outcomes for all children (1)

**Respected**

By promoting an ethos where children can manage their emotions and relationships children feel they are treated as individual and they are aware of their rights (UNCRC) (3)

**Included**

Introduction of Inverclyde Girfec Pathway will support identification and assessment of children's wellbeing and ensure positive outcomes for our children (1)

**Responsible**

Opportunities for parent's to be more involved in the children's learning with a focus on Literacy and English -and Numeracy and Maths (1)

Figure 1

# Action Plan – Year 1: Session 2015-2016

<b>Focus Area</b>	<b>H&amp;WB: Introduce PATHS Programme</b>
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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>Visited other establishment to find out about the PATHS Programme. Discussion with Educational Psychologist and staff as to how we could implement this programme. Key member of staff has been identified to take the lead.</p>	<p>All staff have a clear understanding of the PATHS programme and are confident in teaching social and emotional learning to children. Through careful planning children are equipped with the skills to manage their emotions and relationships.</p>	<p>Purchase resource</p> <p>In-house training from Educational psychologist</p> <p>Visit early years educational establishments who have had success with PATHS programme</p>	<p>June 2016</p>	<p>Measuring success of new programme through PDSA cycle</p>	<p>Claire McIntyre Depute Head</p>	<p>Educational Psychologist Early years colleagues Primary Colleagues</p>

# Action Plan – Year 1: Session 2015-2016

<b>Focus Area</b>	<b>N&amp;M: Improving the programme for Numeracy &amp; Maths throughout the Centre.</b>
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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?
We have established a working group that focuses on N&M across learning.	This group will be the driving force ensuring N&M is embedded throughout the centre impacting positively on learning and teaching and on individual children’s learning.	The focus group will have the opportunity to attend N&M training provided by local authority and update knowledge by reading current literature	March 2016	<ul style="list-style-type: none"> <li>• Through self-evaluation processes.</li> <li>• Monitoring of playroom practice.</li> <li>• School Review</li> <li>• Progress recorded through tracking in children’s profiles.</li> </ul>	The Depute Head will oversee the N&M	Early Years Cluster Group



<p><b><u>0-3 YEARS</u></b> N&amp;M experiences are embedded throughout nursery routines i.e. singing time, tooth brushing, etc. developing an understanding of the language of maths.</p>	<p>We aim to create an approach that encourages active maths in all areas of the playroom and outdoor environment.</p> <p>Develop a back-drop plan that introduces early N&amp;M with links to CFE</p>	<p>Support from focus group. Continuously raising awareness with the staff team.</p> <p>Opportunity for staff to work alongside DH and Teacher</p>	<p>June 2016</p> <p>March 2016</p>	<ul style="list-style-type: none"> <li>• Through self-evaluation processes.</li> <li>• Monitoring of playroom practice.</li> <li>• School Review</li> <li>• Progress recorded through tracking in children's profiles</li> </ul>	<p>Head of Centre N&amp;M Focus Group</p>	<p>Early Years Cluster</p>
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<p><u>3-5 Years</u> Staff have had opportunity for N&amp;M training with a focus on N&amp;M across learning. N&amp;M lending library has been re-established to further develop home learning links.</p>	<p>We aim to raise awareness with parents that maths is all around us by incorporating ideas that don't require resources</p> <p>We aim to develop a tracking system that monitors progression, areas for development and challenge recorded within children's profile</p>	<p>Hints and tips sheet to be shared with parents</p> <p>Parents to be invited into playroom to be involved in their children's learning</p> <p>Staff to work alongside DH and early years teacher to develop a tracking system</p>	<p>June 2016</p>	<ul style="list-style-type: none"> <li>• Through self-evaluation processes.</li> <li>• Monitoring of playroom practice.</li> <li>• School Review</li> <li>• Progress recorded through tracking in children's profiles</li> </ul>	<p>DHC Early Year Teacher Focus Group</p>	<p>Early Years Cluster</p> <p>Primary Colleagues</p>
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# Action Plan – Year 1: Session 2015-2016

<b>Focus Area</b>	<b>L&amp;E: Improving the programme for Literacy &amp; English throughout the Centre.</b>
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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?
We have established a working group that focuses on L&E across learning.	This group will be the driving force ensuring L&E is embedded throughout the centre impacting positively on learning and teaching and on individual children’s learning.	Regular meetings to review and evaluate impact the working group has on working practices	March 2016	<ul style="list-style-type: none"> <li>• Through self-evaluation processes.</li> <li>• Monitoring of playroom practice.</li> <li>• School Review</li> <li>• Progress recorded through tracking in children’s profiles</li> <li>• Centre’s displays</li> <li>• Feedback from parents/carers</li> </ul>	Claire Mc DHC  3-5 Staff	<p>Speech and language therapist</p> <p>Educational Psychologist</p>

<p><b><u>3-5 YEARS</u></b> Staff have had training opportunities in Vygotsky, Story Grammar therefore staff have been upskilled. Resource prepared for new term.</p>	<p>Vygotsky training will have a positive impact on learning and teaching in L&amp;E within the centre</p>	<p>Feedback sessions to individual staff in Rainbow room (3-5) to raise awareness of current practice in delivering a new approach to storytelling</p>	<p>March 2016</p>	<ul style="list-style-type: none"> <li>• Through self-evaluation processes.</li> <li>• Monitoring of playroom</li> <li>• Progress recorded through tracking in children's profiles</li> <li>• Feedback from parents/carer</li> </ul>		<p>St. Joseph's Primary School</p>
<p>Lending library has been re-established and bookbug sessions are implemented</p>	<p>Parental involvement with the lending library and actively involved in bookbug sessions</p>	<p>Opportunities for parents/carers to come to nursery to be involved in lending library and bookbug sessions</p>	<p>June 2016</p>			<p>Parents/carers</p>

<p><b><u>0-3 YEARS</u></b> Book Bug sessions are implemented within the daily routines to encourage the development of speech &amp; language and expand on vocabulary.</p>	<p>Book Bug sessions are embedded in every day practice within the playrooms. Parents have an understanding of the importance of bookbug and are participants of this programme</p>	<p>Daily Bookbug sessions built in to nursery routines. Opportunities for parent's to be involved in these sessions and to take this forward at home</p>	<p>November 2015</p>	<ul style="list-style-type: none"> <li>• Self-evaluation processes.</li> <li>• Monitoring of playroom</li> <li>• Progress recorded by tracking children's profiles</li> <li>• Feedback from parents/carer</li> </ul>	<p>Gillian McDougall HOC</p> <p>All under 3 staff</p>	<p>Parents/Carers</p>
<p>Children have the opportunity to learn finger rhymes, songs and stories</p>	<p>Introduce Vygotsky Finger Gym programme to develop communication, language and literacy through rhyme, stories and games.</p>	<p>Purchase resource</p> <p>Staff training to familiarise themselves with concept</p> <p>Introduce at singing time and activities throughout the playroom</p>	<p>November 2015</p>	<ul style="list-style-type: none"> <li>• Self-evaluation processes.</li> <li>• Monitoring of playroom</li> <li>• Progress recorded by tracking children's profiles</li> <li>• Feedback from parents/carer</li> </ul>		<p>Parents/Carers</p> <p>Early years Cluster</p> <p>Other Early Years Colleagues</p>

<p><b>New books have been purchased for home link reading</b></p>	<p><b>Home link reading book is going home to each child on a weekly basis. Parents/carers have an understanding of the importance of reading to their child</b></p>	<p><b>Introduction session on importance of reading to your child with parents/carers</b></p>	<p><b>June 2016</b></p>	<ul style="list-style-type: none"> <li>• <b>Self-evaluation processes.</b></li> <li>• <b>Feedback from parents/carer</b></li> <li>• <b>Progress recorded by tracking children's learning</b></li> </ul>		<p><b>Parents/Carers</b></p>
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# Action Plan – Year 1: Session 2015-2016

<b>Focus Area</b>	<b>Develop Frameworks and Processes</b>
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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?
We have worked collaboratively with families, external agencies, staff and children to develop our Vision, Values & Aims	We want to ensure that all service users and visitors have a clear understanding of our Vision, Values & Aims and these values reflect our identity	We will ensure that our values are at the core of everything we do and embedded throughout our everyday practice. Our values will impact positively on us as citizens within our community.	June 2016	<ul style="list-style-type: none"> <li>• Self-evaluation processes.</li> <li>• Feedback from parents/carer</li> </ul>	Head of Centre Depute Head Staff Parents Children	Health CHCP Education Community

<p><b>New policies and procedures have been developed in collaboration with staff. Existing policies have been reviewed</b></p>	<p><b>All policies and procedures will reflect our working practices within the Centre.</b></p>	<p><b>Staff are involved in the development of policies and have opportunity to read and agree those working practices.</b></p>	<p><b>June 2016</b></p>	<p><b>When all working practices reflect our policies and procedures. This will be identified through monitoring and self-evaluation</b></p>	<p><b>Head of Centre All staff</b></p>	<p><b>Parents All</b></p>
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## Action Plan – Year 1: Session 2015-2016

<b>Focus Area</b>	<b>GIRFEC: Implement Local Authority Updated Staged Intervention Process</b>
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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?
An effective programme is in place to ensure that children with additional support needs receive the necessary support to facilitate progression in their learning	Implement Inverclyde Council's GIRFEC Pathway – Getting it right in our educational establishments	Local Authority Training	June 2016	Measuring success of new programme through PDSA cycle	Claire McIntyre Depute Head	Health CHCP S&L Therapist Educational Psychologist Early years colleagues Primary Colleagues

# Action Plan – Year 1: Session 2015-2016

<b>Focus Area</b>	<b>GIRFEC: Implementation of the Named Person</b>
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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?
Gillian (HoC) is currently involved in Inverclyde Council Named Person's Working Party	Information from working party shared with staff team. Staff having a clear understanding of the role of the Named Person. Positive collaborative working with our partner agencies to ensure best outcomes for all children. Positive system in place to highlight individual child's named person. Updated systematically	Sharing Information from Working Party at staff meetings. Training opportunities to develop a clear understanding of Named Person's role. Positive relationships with partner agencies	June 2016	Questionnaires Self-evaluation	Gillian McDougall Head of Centre	Health CHCP Educational Psychologist Early years colleagues Primary Colleagues

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