

# Early Years – Improvement Planning Document

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Establishment Name:

Wellpark Children’s Centre

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Signatures:

Head of Establishment	Elizabeth Lucchesi	Date	12.6.17
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Quality Improvement Officer		Date	
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## Our Vision, Values and Aims

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In Wellpark Children's Centre we provide and deliver a nurturing, inclusive and inviting high quality service, supporting children and families in the community.

We ensure children feel welcomed, safe and happy. We value

Fun & enjoyment

Health & Wellbeing

Children's Rights

Inclusion & Diversity

Honesty & Respect

## 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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	<b>Session 2017/18</b>	<b>Session 2018/19</b>	<b>Session 2019/20</b>
Improvements in attainment, particularly in literacy and numeracy	Increased teacher confidence in the delivery of literacy and numeracy programmes supported by attainment challenge.	Review & further develop if necessary processes for tracking attainment to ensure best outcomes for all children.	
Closing the attainment gap between the most and least disadvantaged children	Improve attendance for all children, engaging parents and increasing attainment for all SMID 1 & 2 children		
Improvement in children and young people's health and wellbeing	Transitions – Cluster Priority Engage with colleagues in cluster to moderate continuity and progression in learning during transition times.	Transitions – Cluster Priority  Work with cluster colleagues to develop a robust transition programme	
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)	Children develop the skills to become resilient problem solvers who are capable of taking risks in their play.	Children develop the skills to become resilient problem solvers who are capable of taking risks in their play.	

*These should be high level priorities*

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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> Assessment of children's progress	<b>HGIOELC?</b> 1.3 Leadership of change 2.3 Learning, teaching and assessment 3.1 Ensuring wellbeing, equality and inclusion	<b>RRS</b> Article 29 (Goals of education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• PIPS scores demonstrate a higher level of numeracy achievement</li> <li>• Children have increased skills in numeracy &amp; mathematics and through tracking of learning children are challenged/supported.</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>
1.1 Staff coaching and mentoring will support staff to deliver the SEAL approach across all areas of the playroom.	December 2017	CMO – Attainment Challenge SMT All Staff	Time for training Time for professional dialogue

Tasks to achieve priority	Timescale and checkpoints*	Those involved – including partners	Resources and staff development
1.2 Use tracking systems to identify children needing support/challenged In numeracy and provide targeted support	June 2018	All Staff	Learning Journals Online
1.3 Integrate SEAL language into homework bags to provide continuity of learning between nursery and home.	December 2017	Ann-Marie – DHOC Support Workers	Time to make resources Appropriate Stationery

Evidence of Impact
<ul style="list-style-type: none"> <li>• Tracking Reports</li> <li>• Observations of achievement</li> <li>• PIPS results</li> </ul>

**\*Checkpoints will be evaluated and discussed as part of rolling termly self evaluation programme**

<b>Priority 2</b> Closing the attainment gap between the most and least disadvantaged children		
<b>NIF Driver</b> School Improvement	<b>HGIOELC?</b> 3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing Children's progress 2.4 Personalised support 2.7 Partnerships	<b>RRS</b> Article 5 (Parental guidance): Article 28: (Right to education):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• Improved attendance by all children and families</li> <li>• Appropriate supports are in place, this has a positive impact on children's overall attainment.</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>
1.1 Analysis of SEEMIS attendance statistics will support SMT to identify children with an attendance rate of 85%	Monthly	SMT	SEEMIS
1.2 Use groupcall as a means of	December 2017	SMT	Groupcall



Tasks to achieve priority	Timescale and checkpoints*	Those involved – including partners	Resources and staff development
communication re attendance.		Clerical Staff	SEEMIS Staff Training for Clerical Staff
1.3 Identified parents supported through targeted Interventions	June 2017	SMT	None

Evidence of Impact
<ul style="list-style-type: none"> <li>• Attendance Reports/SEEMIS</li> <li>• Learning Journals</li> <li>• Observations of achievements</li> <li>• Records of intervention – Pastoral Notes</li> </ul>

\*Checkpoints will be evaluated and discussed as part of rolling termly self evaluation programme

<b>Priority 3</b> Improvement in children and young people's health and wellbeing		
<b>NIF Driver</b> School leadership Parental engagement Teacher professionalism	<b>HGIOELC?</b> 2.6 Transitions 2.7 Partnerships 3.2 Securing Children's progress	<b>RRS</b> Article 28: (Right to education): Article 5 (Parental guidance):

<b>Expected outcomes for learners which are measurable or observable</b>
<ul style="list-style-type: none"> <li>• <i>Children make good progress after times of transition</i></li> <li>• <i>Staff have an improved understanding of expectations from Primary School</i></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>
1.1 Review arrangements for transition from home and between playrooms within the centre	OCTOBER 2017	SMT/staff Parents	Time
1.2 Work in partnership with cluster feeder school to engage in more consistent links throughout the year	JUNE 2018	Cluster staff Nursery teacher/Depute	Time Transport?
1.3 Increase staffs understanding of primary expectations for the early level			

**Evidence of Impact**

- Meeting Minutes
- Professional dialogue and self evaluation
- Photographs

**\*Checkpoints will be evaluated and discussed as part of rolling termly self evaluation programme**

**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)

<b>NIF Driver</b> School Improvement	<b>HGIOELC?</b> 2.2 Curriculum 3.3 Developing creativity and skills for life	<b>RRS</b> Article 29 (Goals of education): Article 31 (Leisure, play and culture):
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**Expected outcomes for learners which are measurable or observable**

- Children develop problem solving skills and can think independently during play
- Children take risks and can explain their choices
- Children are confident individuals who work with others to develop their creativity

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
1.1 Extend the use of loose parts in the outdoor area to encourage problem solving and independence	February 2018	All staff Training Provider Local Businesses	Training for Staff – Time & Finance Time to collect and make safe the loose parts
1.2 Parents and children engage in Welly Wanderer trips to develop	June 2018	All Staff	Money for transport

Tasks to achieve priority	Timescale and checkpoints	Those involved – including partners	Resources and staff development
parents understanding of risk taking and the benefits of being independent.		Inverclyde Voluntary Bus Group Cornalees Ranger Service	Money for Healthy Snack Explore opportunities for parent development through CLD partners.
1.3 Develop the use of Forest school techniques such as fire, whittling and den building to develop creativity and confidence.	June 2018	All Staff	Staff Training on approaches Finances for the equipment

Evidence of Impact
<ul style="list-style-type: none"> <li>• Learning Journals</li> <li>• Self Evaluation Observations</li> <li>• Staff Meeting Records.</li> <li>• Parental Evaluations</li> </ul>

\*Checkpoints will be evaluated and discussed as part of rolling termly self evaluation programme

## Education Scotland Advice:

### Developing a manageable, measurable 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
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<b>School Leadership</b>	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.
<b>Teacher professionalism</b>	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.
<b>Parental Engagement and Partnership working</b>	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 pupils in/out-with school???
<b>Assessment of children's progress</b>	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.
<b>School improvement</b>	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.	2.3 Learning teaching and assessment 3.2 Raising attainment and achievement  1.1 Self-evaluation for	As above.  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.  As above.

		self-improvement	
		2.2 Curriculum	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.
		3.3 Increasing creativity and employability	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.
		2.4 Personalised support	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.
		2.6 Transitions	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.