

Bathgate Early Years Centre



SCHOOL IMPROVEMENT PLAN

2016-2017

School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan

School factors

- Joint working within integrated early years centres
- Cluster Improvement Priorities and factors
- Bathgate Locality Plan - Life Stages
- Care Inspectorate report November 2015
- VSE report - January 2016
- Implementation of Early Years Practice Framework to support Building the Ambition
- Implementation of HGIOELC to support improvement across all aspects of the work of the centre
- Significant changes within the staff team

Local authority factors

Moving Forward in Learning - Leadership for Improvement; Learning, Teaching and Assessment; Wellbeing and Inclusion; Early Years Framework

- Raising attainment, including closing the gap
- Better Outcomes agreement
- Single Outcome agreement
- Corporate Plan
- Integrated Children's Services Plan (Life Stages)
- Education Services Management Plan
- West Lothian's Early Years' Framework
- West Lothian Parental Engagement Framework
- Increased entitlement to early years' provision

National factors

- National Improvement Framework / Scottish Attainment Challenge / National Improvement Hub / Raising Attainment for All
- How Good is Our School(HGIOS) 4th Edition and How Good is Our Early Learning and Childcare(HGIOELC)
- OECD recommendations
- Getting it Right for Every Child (GIRFEC)
- Curriculum for Excellence
- Developing Scotland's Young Workforce
- Building the Ambition
- Early Years Collaborative
- National Qualifications
- Child Protection Issues / Guidance
- National Legislation: Children and Young People (Scotland) Act 2014
- GTCS standards and professional update
- SSSC standards

Our School Values, Vision and Aims:

School Vision statement

"Striving for excellence, developing happy, healthy, confident, successful learners in partnership with parents/carers within the local community of Bathgate."

School Values:

'Each child is unique and a competent and active learner whose potential needs to be encouraged and supported. Each child is a curious, capable and intelligent individual. The child is a co-creator of knowledge who needs and wants interaction with other children and adults.

As citizens of Europe children have their own rights which include early education and care.'

(The European Commission ECEC 2011)

School Aims:

We will:

For all

- Value and respect everyone without discrimination.

For our pupils

- Provide a secure and stimulating environment for all children.
- Encourage each child to become a confident and independent learner.
- Ensure that each child is given a range of opportunities and learning experiences appropriate to his /her individual needs across Pre Birth to Three; Building the Ambition and/or the early level of Curriculum for Excellence.
- Encourage all children to develop socially and emotionally forming positive relationships with other children and adults in the Early Learning and Childcare setting.
- Take account of children's prior learning and continue to monitor their progress and achievements in their preschool years.

For our centre users, our parents/ carers and the wider community

- Foster positive attitudes towards the environment and other people.
- Create a warm, welcoming and stimulating environment where we can work in partnership with parents/ carers and the other agencies contributing to our service.
- Establish a strong partnership with local schools, other centres and the community.
- Continue to develop ourselves professionally, building upon our strengths to support children and families through our professional knowledge and experience.
- Continue to improve our service through collaboration with our colleagues across W.L.C. and other authority areas.

Redrafted and agreed with staff November 2015

Strategic Curriculum Plan (Three Years)

| Session | Area of Development | Objectives |
|-----------|---|--|
| 2016-2017 | Raising Attainment - Meeting the needs of all and addressing the 'attainment gap' and achieving equity for all | <p>Practice is informed by key national guidance and a clear and shared pedagogy, which continues to support positive outcomes for children and families.</p> <p>Learning plans are fully updated and are informed by current national expectations for early years and lead to high quality learning experiences for individual children.</p> <p>Assessment data is informed by quality focused observations, which identify next steps for all learners to ensure continuity and progression in literacy, numeracy and health and wellbeing.</p> |
| | Excellence through raising attainment and achieving equity - Self-Evaluation for Self-Improvement | All staff are fully engaged in implementation of HGIOELC for effective self-evaluation based on shared understanding of quality that leads to improved outcomes for all children and families across all key areas. |
| 2017-2018 | Raising Attainment - Meeting the needs of all and addressing the 'attainment gap' and achieving equity for all | <p>Practice is informed by key national guidance and a clear and shared pedagogy, which continues to support positive outcomes for children and families.</p> <p>Learning plans are fully updated and are informed by current national expectations for early years and lead to high quality learning experiences for all children.</p> <p>Assessment data is informed by quality focused observations, which identify next steps for all children to ensure continuity and progression in literacy, numeracy and health and wellbeing.</p> |
| | Excellence through raising attainment and achieving equity - Learning Provision | Family learning programmes are further developed underpinned by Growth Mindset. |
| 2018-2019 | Raising Attainment | Review assessment methods and data to inform profiling developments from entry to ELC to transition to P1. |

| Priority: RAISING ATTAINMENT ENSURING EQUITY | | | | | |
|--|---|---|---|--|---|
| Area for development: - Collaborative approaches to Self-Evaluation for Self Improvement | | | | | |
| Desired Outcome | Implementation Process (Actions) | By whom? | Time Scale | Resources / Costs / Training needs | Monitoring by whom ? how? |
| <p>Pupils, staff and partners are more engaged in self-evaluation using HGIOELC to support improved outcomes for learners in literacy, numeracy and health and wellbeing.</p> <p>Enhanced opportunities for assessment and moderation support teachers to make confident judgments about achievement of Curriculum for Excellence levels in key areas</p> | <ul style="list-style-type: none"> • Devise a planned programme for the cluster teaching and learning community to use collaborative approaches to evaluate the quality of development and learning in literacy, numeracy, health and wellbeing to include: <ul style="list-style-type: none"> ➢ Assessment and moderation opportunities ➢ Analysis of PIPS scores and CEM data ➢ Data analysis ➢ Professional dialogue ➢ Playroom observation ➢ Use of QI Frameworks, GTCS and SSSC standards ➢ Conversations with learners, teachers, parents and partners. | <p>Cluster working party Development post holder</p> | <p>August 2016 start Updates throughout the year based on school improvement planning cycle</p> | <p>CAT sessions WL Numeracy Development Team Supply costs to allow for learning rounds, observations and moderation</p> <p>National Improvement Hub material</p> | <p>HT and senior staff</p> <p>Practitioners through collaborative working and professional dialogue</p> <p>Cluster staff</p> <p>The WL performance team through dialogue with HTs</p> |
| <p>Evaluation (linked to challenge questions within HGIOS4 / HGIOELC)</p> <p>How well is evidence from self-evaluation being used to drive forward change? How well do we involve all stakeholders in self-evaluation activity? How effectively do colleagues work together to moderate standards? How do we know that the changes we have made have improved outcomes for learners? To what extent have we ensured that the learner is at the centre of our SE activity?</p> | | <p>Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence)</p> <ul style="list-style-type: none"> • Quantitative data is gathered and analysed. • Stakeholders views gathered through surveys, focus groups, ongoing professional dialogue and learning visits. • Direct observations of practice are focussed on agreed criteria and shared understanding of their purpose. Feedback is summarised to support self-evaluation. • QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place. • Assessment data from point of transition from home to nursery, nursery to P1 and also during P1 are consulted to inform judgements and future plans for improving targeted learning for development. | | | |

Plan for Additional Tasks

| Additional Tasks | Responsibilities |
|--|----------------------------------|
| All staff to be aware of and review centre policies in line with local and national advice. | All staff |
| Existing family learning programmes and impact of involvement are rigorously evaluated and the findings are considered to inform future development of the programme within the centre. | HT & NN - FG |
| Submit application for Breastfeeding Friendly Award. | HT all staff to support |
| <p>Review opportunities for Global Citizenship particularly focussing on children from other cultures within our centre and maximising the opportunity for children and families to learn more about these cultures through involvement of parents/ carers in contributions to planning for learning and development.</p> <p>Continue to develop ECO School within the centre and its learning community.</p> <p>Continue to promote the use of ICT to support children's development and learning and parental involvement.</p> <p>Encourage all staff to participate in utilising ICT resources to maximise learning opportunities both within and outwith the centre.</p> <p>Continue to promote Health and Wellbeing as a key aspect of practice across all aspects of childcare and learning within the centre and its community.</p> | NT and all staff |
| | NN - MM ML |
| | EYO and all staff |
| | NN - JH, WCTL - CM and all staff |
| All staff to become confident in using GIRFEC to support individual children and their families. | HT and all staff |
| Whole staff commitment to programme for CLPL within the centre to build on and sustain professional practice. | All staff |
| Continue to develop curriculum rationale of the centre taking account of views of all new stakeholders for session 2016-2017. | HT and all staff |

