

Framework for Centre Improvement Planning 2022/23

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Milngavie Early Years Centre
Head Teacher / Head of Centre	Garry Graham, Head Teacher Debbie Docherty Acting Depute Head of Centre
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>We are currently reviewing and refreshing our Vision, Values and Aims, in line with Milngavie Primary School. These will be developed and shaped through consultation with staff, pupils and parents giving the whole school community ownership. Through effective leadership at all levels, our school community works together to turn the shared vision into a sustainable reality. At the moment our current vision remains “Aim High At Milngavie”</p> <p>At Milngavie Primary and EYC we aim to:</p> <ul style="list-style-type: none"> <li>* To build a caring school and EYC ethos based on inclusion, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole nursery and school community.</li> <li>* To provide stimulating, challenging and meaningful learning experiences, meeting the needs and aspirations of all our children enabling them to face the challenges of the future.</li> <li>* To foster interest and enjoyment in learning, motivating children to think creatively and independently to become successful and confident lifelong learners.</li> <li>* To develop positive, productive partnerships that are valued and recognised by our children, staff, parents and the wider community.</li> <li>* To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens</li> </ul> <p>At Milngavie Primary School and Milngavie Early Years Centre, we aim to provide education and care of the highest quality which fosters creativity and confidence, develops every child’s skills, personality and talents and ensures they can achieve their full potential academically, emotionally and physically in a safe, happy and motivating learning environment which is at the heart of our community.</p>

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At Milngavie Primary and ELC we believe in CHILDREN. CHILDREN give us our values: Creativity Happiness Inspiration Love Dream Respect Equality Nurture.

	<b>Looking Forwards – 3 Year Improvement Plan Priorities</b>		
	Bullet point key priorities for the next 3 years		
<b>Session</b>	<b>2022/23</b>	<b>2023/24</b>	<b>2024/25</b>
<b>Priority 1</b>	Promoting children's voice	GIRFEC – principles and values on children's rights	Children's health and wellbeing
<b>Priority 2</b>	Parental involvement	Local community involvement	Transition into wider community working
<b>Priority 3</b>	Maintenance - Planning	Literacy focus on children's development	Numeracy focus on children's development

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Section 2: Improvement Priority 1	
<b>Early Years Centre</b>	Milngavie Early Years Centre
<b>Improvement Priority 1</b>	Children's rights- promoting children's rights under the UNCRC through children's voice
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Head Teacher, ADHOC, Acting Senior Early Years Worker, Nursery Teacher and Early Years Workers

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Placing the human rights and needs of every child and young person at the centre Improvement in children and young people's health and wellbeing Choose an item.	teacher professionalism school improvement parent / carer involvement and engagement	QI 2.1 Safeguarding and Child protection QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.4 Personalised Support	Improvement in children and young people's mental health and wellbeing Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements
Whole nursery involvement. All staff are responsible for ensuring children's voice is apparent throughout the nursery environment.  LCFE Champions.  UNCRC Champion in place.  ASN and autism awareness training.	Weekly staff meeting to discuss children's wellbeing. Children's work displayed in each area along with voice of the child. Language Communication Friendly environment – Training commenced 6 <sup>th</sup> October 2022. 3 Champions identified. During PDR review UNCRC Champion identified. ASN and Autism Champion identified (Teacher) Makaton level 2 training organised for Feb 2023 in-service day.

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Makaton level 2 training for all staff.  First aid training to ensure more staff within the centre are trained in first aid.	First aid courses commenced for various staff from October 2022.
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Professional Learning	Parental Engagement and Involvement
Working with parents since completing protective messages training. Support packs ordered to include parents in this training session promoting early protective messages.	Encouraging parents to become actively involved in the life of the nursery Protective messages training leaflets to be given to all parents

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
We aim to engage all children in representing their voice in the nursery environment.	ADHOC, Acting Senior and Nursery Teacher provide a learning journal mentoring programme to ensure effective quality assurance measures are in place for the consistency of children's learning journal postings.	Learning journal monitoring and support system in place monthly for all staff by SLT to ensure consistency and quality of the recording of children's voice throughout the setting.  Learning Journal mentoring every Wednesday provided by SLT.	August 2022 implementation	Due to change in ADHoC and changes within the staffing model we will continue to develop and implement this.  Nov 2022 – Monitoring

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				Spreadsheet in place for monthly review.
UNCRC to be embedded in all aspects of the Nursery.	A UNCRC champion was identified in the PDR process to promote children's rights through appropriate displays and activities. Training was completed in February 2022 with the Nursery Teacher and UNCRC champion to gain an insight into relaying this back into the nursery environment	Children's voice apparent within the nursery environment through wall displays, floorbooks, planning	Termly	<p>Nov 2022 - ADHoC has provided support to UNCRC champion through sharing practice visits to other settings. In agreement with Nursery teacher new column added to planning sheet to incorporate UNCRC article number.</p> <p>UNCRC champion has collated self-evaluation evidence through action plan. UNCRC champion has updated display</p>

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				and created packs for every area to incorporate rights.
Children's health and wellbeing will be supported through early intervention support strategies. Such as PATHS and Nurture.	Implementation of PATHS programme.  PATHS and Nurture champion identified as Krystal Anderson Nursery teacher supported by vacancy post.	PATHS implementation will identify further Nurture groups and wellbeing plans which will inform practice for all staff.	August 2022  PATHS monitored weekly.  Support/wellbeing plans monitored termly.	Due to change of staffing model including ADHoC and Acting Senior this is ongoing with the view to implement end of Nov 2022.
Children's voice will be heard both verbally and non-verbally based on children's age and stage of development to encompass all children	A Makaton Champion has been identified (also Literacy Champion providing a holistic approach)  Level 2 training for all staff will commence in February 2023 in-service day.  LCFE Champions identified. -focus on inclusion providing resources from board maker throughout the setting and for parents.	Children's communication improved through verbal and non-verbal communication  Staff will become more confident in role modelling Makaton.  Makaton signage will be used frequently throughout the nursery environment as embeds further into nursery life. Board maker recourses created by LCFE Champion.	Implemented August 2022.  Literacy/LCFE audit monthly. Ongoing	Nov 2022 – As previous discussions board maker symbols to be used as visual aids and Makaton signage to be used for non-verbal communication.

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Section 2: Improvement Priority 2	
<b>Early Years Centre</b>	Milngavie Early Years Centre
<b>Improvement Priority 2</b>	Family learning and parental engagement in children's learning
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Head Teacher, ADHOC, Acting Senior Early Years Worker, Nursery Teacher and Early Years Workers

NIF Priority	NIF Driver	HGIOELC QIs	EDC Service Plan 2021-24
Improvement in children and young people's health and wellbeing Closing the attainment gap between the most and least disadvantaged children Choose an item.	parent / carer involvement and engagement school improvement teacher professionalism	QI 2.7 Partnerships QI 2.5 Family Learning QI 2.6 Transitions	Closing the attainment gap between the most and least disadvantaged Improvement in children and young people's mental health and wellbeing Choose an item.

Opportunities for Leadership	Resource Requirements
Family Champion has been identified as Julie Bannerman through PDR process. This encourages families to access support/training provided by the nursery.  Speech and language toolkit implemented to promote early intervention within identified children's development. Nursery Teacher to train nursery staff to support this programme.	Family champion has access to PEEP training and resources to share with other staff and families.  Wellcomm assessment pack and training.

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Professional Learning	Parental Engagement and Involvement
<p>Family Champion has been put forward by DHOC to attend Triple P training session to support parents to take ownership of parent-child communication.</p> <p>Community Champion identified through PDR process.</p>	<p>Learning journals</p> <p>Stay and play sessions</p> <p>Parent transferable skills i.e. Baking, sewing etc.</p> <p>Local area outings</p> <p>Parent feedback from questionnaires.</p>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
We aim to improve all children's overall health and wellbeing through parental engagement and early intervention	<p>Family Champion identified to lead support to families.</p> <p>Triple P training completed Oct 2022.</p> <p>Family champion to engage in termly networking to share skills and peer support</p> <p>Family champion to engage with Supporting families team to further support positive parenting strategies</p>	<p>Parental feedback and participation</p> <p>Children's progress</p> <p>Increase in children's health and wellbeing within tracking system</p> <p>Sharing best practice folder set up with visits to other centres combined plan, do, review tasks.</p> <p>Calendar of events in place to identify training, meetings and parental engagement.</p>	Ongoing	<p>ADHoC sending out parental questionnaire Nov 2022.</p> <p>ADHoC implemented sharing best practice from Oct 2022.</p> <p>Opportunity provided to those parents that attended TAC meetings to visit</p>



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				the centre and shadow their child.
	<p>Questionnaires to parents to gain views on ways in which they would like to engage with the nursery</p> <p>PATHS child of the day will receive compliments from peers which will be shared with family.</p>	<p>Questionnaire feedback and suggestions from parents and carers</p> <p>Further parental engagement following their interests.</p>	November 2022	<p>ADHoC created questionnaire with Family Champion and sent out Nov 2022.</p> <p>PATHS programme commencing Nov 2022.</p>
Offering children the opportunity to learn new skills and experiences through parental involvement of sharing skills/hobbies.	Parents welcomed into nursery to share skills and experience with staff and children i.e. Baking, story telling tc	Parental questionnaires/ parent notice board information to identify parents who are willing to share skills during nursery sessions	September 2022	ADHoC sending out questionnaire to gather information Nov 2022.
	Stay and play sessions to be introduced monthly by Family Champion supported by Angela Semple (Acting Senior) and Krystal Anderson (Nursery Teacher)	Children and parent feedback and evaluations after each stay and play session.	February 2023	See previous note re parental questionnaire.
All learners will benefit from a consistent and transparent learning approach that is tailored to each individual child.	Home link learning through the focus child observations every week.	Parent telephone call to discuss focus child observations and next steps.	August 2022 Weekly	SLT supporting all focus child observations/phone calls.

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	Acting Senior to identify key worker per week who will select 3-4 children for focused observations helping to evaluate a child's progress and next steps.	<p>Observations posted on each child's learning journal.</p> <p>Parental voice collated via focus child questionnaire.</p> <p>Parental comments on learning journals.</p> <p>Next steps on learning journals for children and shared with parents.</p> <p>Children identified for support and challenge groups.</p>		Learning journal monitoring in place Nov 2022 by ADHoC and Nursery Teacher monitored monthly with weekly drop in support sessions.
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Section 2: Improvement Priority 3	
<b>Early Years Centre</b>	Milngavie Early Years Centre
<b>Improvement Priority 3</b>	Maintenance – inclusive planning for all
<b>Person(s) Responsible</b>	Who will be leading the improvement? Who will they collaborate with? Head Teacher, DHOC, Senior Early Years Worker, Nursery Teacher and Early Years Worker

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOELC QIs</b>	<b>EDC Service Plan 2021-24</b>
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Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children Improvement in attainment, particularly in literacy and numeracy.	curriculum and assessment school improvement teacher professionalism	QI 2.3 Learning, Teaching & Assessment QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment	Improvement in attainment in literacy Improvement in attainment in numeracy Closing the attainment gap between the most and least disadvantaged
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Opportunities for Leadership	Resource Requirements
Literacy and Numeracy champions in place to support this throughout all areas of the nursery environment.  Nursery Teacher with support of ADHOC to lead Curriculum and planning.	Planning documents Learning packs Wellcomm assessment pack Inset days

Professional Learning	Parental Engagement and Involvement
Curriculum training	Home links for parents utilising the learning journals to showcase children's work.

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Wellcomm training	Curricular evenings for parents to support learning from home to nursery.
Literacy Champion identified.	
Numeracy Champion identified.	

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Promoting consistency in all areas of the curriculum for each individual child.	ADHOC, Acting Senior & Nursery Teacher to support the mentoring and monitoring of learning journals monthly	<p>Learning pack guidance indicators being met</p> <p>Increased breath and depth of curriculum E's and O's across early level monitored termly through learning journal tracking/monitoring.</p> <p>Curriculum termly tracking as collated by Nursery Teacher. This ensures each child is on track or in support/challenge group to ensure progress across curriculum.</p> <p>Stringent self-evaluation collation through use of</p>	<p>August 2022 ongoing</p> <p>Termly monitoring</p>	ADHoC and Nursery Teacher created Learning Journal monitoring and support spreadsheet commencing Nov 2022. Monitored monthly for all children with the view to decrease to 2 children per group per month.

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		Quality assurance calendar monthly.		
Breadth and depth across learning to ensure inclusion and progression for all children	<p>ADHOC/ Nursery teacher to lead planning quality assurance weekly by reviewing planning paperwork at the end of each week</p> <p>Nursery Teacher meets with staff termly and tracks each child's Literacy, Numeracy, and Health and Wellbeing within each key group. This also identified gaps in learning to be bridged within the following term and helps to inform next steps.</p>	<p>Planning checked weekly by SLT and feedback given to staff.</p> <p>Ferre Laevers utilised to evaluate involvement and wellbeing. This is completed three times a year (Oct/Jan/May)</p> <p>A consistent planning approach with all learners shown through learning journal observations, next steps and tracking/monitoring.</p>	<p>August 2022</p> <p>Planning monitored weekly.</p> <p>Ferre laevers completed three times a year. (Oct/Jan/May)</p> <p>Monthly</p>	
Early intervention identified when required and support strategies put in place.	<p>Nursery teacher leads support and challenge groups.</p> <p>Wellcomm assessment completed by Nursery Teacher and training issued to other members of staff.</p> <p>ADHOC will lead ASN support/action/ wellbeing plans.</p>	<p>Updated support/action/ wellbeing plans updated termly by ADHoC.</p> <p>LCFE Champion (Pamela Cameron) to support implementation of Board maker both in centre and home links.</p> <p>Parental feedback via focus child and TAC meetings.</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing Focus Child two per annum.</p>	

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	Nursery Teacher and ADHoC attends PSG and TAC meetings.	Playroom monitoring through use of area audits and champion roles monthly.	TAC meeting as and when required.	
A range of Pedagogical approaches adapted to support the learning needs of the child.	Staff having an awareness of different educational theories and approaches to learning through PDRs, CPD, in-service days and training.  Sharing best practice throughout local authority.	In-service day training/discussions and feedback.  Weekly staff meetings.  Updating policies and procedures annually.  Sharing practice visits.	Termly  Weekly  Annually  Monthly	

School Improvement Plans should be emailed to the link Early Years Quality Improvement Officer by Monday 20<sup>th</sup> June 2022