

Framework for Centre Improvement Planning 2023/2024

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, Depute Head of Centre
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>At Milngavie EYC and PS we recently reviewed and updated our Vision, Values and Aims along with our School Vision and Curriculum Rationale and the class/school charter in consultation with our staff, children and families. At Milngavie PS &amp; EYC 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. This is rolled out through effective leadership across all levels so ensure a consistent approach across both our School and EYC community.</p> <p style="text-align: center;"><b><u>Our Vision</u></b></p> <p style="text-align: center;">Working Together, Respecting Others, Reaching our Full Potential</p> <p style="text-align: center;"><b><u>Our Values</u></b></p> <p style="text-align: center;">Trust, Respect, Resilience, Compassion, Inclusion, Fairness, Equality, Nurture</p> <p style="text-align: center;"><b><u>Our Aims</u></b></p>

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- To build a caring school ethos based on inclusion, fairness and respect for ourselves and others, promoting the health and wellbeing of the whole school community.
- 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 in a digital world.
- To foster interest and enjoyment in learning, motivating children to think creatively and independently to become successful and confident lifelong learners.
- To develop positive, productive partnerships that are valued and recognised by our children, staff, parents and the wider community.
- To encourage responsible attitudes towards the environment and instil an awareness of our role as global citizens.

### Our Motto

*Fide et fortitudine*

	<b>Looking Forwards – 3 Year Improvement Plan Priorities</b>		
	Bullet point key priorities for the next 3 years		
<b>Session</b>	<b>2023/2024</b>	<b>2024/2025</b>	<b>2025/2026</b>
<b>Priority 1</b>	UNCRC – Rights respecting schools.	Children's Health and Wellbeing.	GIRFEC – principles and values on children's rights.
<b>Priority 2</b>	Local community involvement.	Transition into wider community working.	Sustainability.
<b>Priority 3</b>	Planning/Tracking with a focus on Literacy.	Quality Assurance.	Numeracy focus on children's development.

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Section 2: Improvement Priority 1	
Early Years Centre	Milngavie EYC
Improvement Priority 1	UNCRC – Rights Respecting Nursery
Person(s) Responsible	Head Teacher, DHoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.

NIF Priority	NIF Driver	HGIOELC Qis	CI quality Framework Qis	EDC Service Plan 2023-2026
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<p>.Placing human rights and needs of every child and young person at the centre of education</p> <ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing</li> </ul> <p>Choose an item.</p>	<p>Teacher and Practitioner professionalism</p> <p>Parent/carer involvement and engagement</p> <p>Choose an item.</p>	<p>Q! 2.1 Safeguarding and Child protection</p> <p>QI 2.7 Partnerships</p> <p>QI 3.1 Ensuring wellbeing, equality &amp; inclusion</p>	<p>1.2 Children are safe and protected</p> <p>4.1 Staff skills, knowledge and values</p> <p>1.1nurturing care and support</p>	<p>Placing the human needs and rights of every child and young person at the centre of education</p> <p>Improvement in children and young people's mental health and wellbeing</p> <p>Choose an item.</p>
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Whole nursery involvement lead by DHoC and Senior.</li> <li>All staff are responsible for embedding and achieving UNCRC accreditation.</li> <li>UNCRC Champion</li> </ul>	<ul style="list-style-type: none"> <li>Action plan of steps for accreditation.</li> <li>Continuation of PATHs including puppets and home link bags.</li> <li>PDR process complete for champion roles.</li> </ul>

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<ul style="list-style-type: none"> <li>Sharing best practice collegiate working within locality.</li> </ul>	<ul style="list-style-type: none"> <li>Sharing best practice calendar.</li> <li>Registration of Rights Respecting School</li> </ul>
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Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>Collegiate working with whole staff team.</li> <li>Collegiate working with school.</li> <li>Collegiate working within other nurseries within the locality.</li> <li>CPD opportunities provided by EDC and external.</li> </ul>	<ul style="list-style-type: none"> <li>Focus child</li> <li>Home link bags</li> <li>Stay and Play sessions</li> <li>Questionnaires/Evaluations</li> <li>UNCRC information evening.</li> <li>UNCRC books distributed in home link bags.</li> </ul>

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?	
UNCRC to be embedded in all aspects of the Nursery with children actively advocating for their rights within their learning provision.	EYC practitioners will become familiar with all UNCRC articles and how these are utilised in practice through CPD and training.  PATHs and Nurture groups will be created and	EYC practitioners will apply UNCRC principles in practice to ensure children's voice is heard and acted on.  Children will actively advocate for their rights both within centre and at home through the collaboration with parents/carers.	June 2024	

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	facilitated by NT for all children within the setting.	Staff, children and families will ensure children's voice throughout their learning within home link bags, questionnaires, environment and learning journals.  Staff will create UNCRC home link bags for use by parents/carers.		
	UNCRC articles to be embedded into planning along with evidence of this on wall displays.	EYC practitioners will embed articles into practice and interactions with children through responsive planning.  Children's voice will be present within planning, floorbooks and learning journals and on wall displays.	December 2023	
	UNCRC champion to audit implementation of articles throughout whole nursery.	UNCRC champion to create audit tool to evaluate impact of whole nursery involvement using articles in practice. This will be completed each term with input from children and families.	Ongoing – once per term.	
	UNCRC champion will educate and inform children of their rights regularly using selected monthly articles.	UNCRC Champion will create staff, children and parent/carers learning packs for use both at nursery and at home selecting an article to focus on each month.	February 2023	

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		<p>Children will advocate for their rights within setting and at home.</p> <p>Children's voice will continue to be displayed within planning, floorbooks and learning journals using comments, videos and photos.</p> <p>Evidence gathered will demonstrate the progress in children utilising the UNCRC language.</p>		
UNCRC Rights Respecting School registration and first Bronze award to be achieved through partnership working by staff, parents/carers and children.	DHoC to register Milngavie EYC for Rights Respecting School certification.	<p>Staff evaluations/questionnaires.</p> <p>DHoC to create Action plan to achieve award.</p> <p>Minutes of meetings/professional dialogue discussions.</p>	<p>Action plan to be created by October 2023.</p> <p>Ongoing.</p>	
	All EYC practitioners to receive training on UNCRC either from in house training opportunities (in-service days) or externally.	<p>Training provided to all staff and discussions of progress to take place during staff meetings and professional dialogue discussions.</p>	<p>Ongoing – All staff to receive some form of training by June 2024.</p>	
	DHoC to provide feedback and updates through staff meetings, professional dialogue termly to	<p>Staff minutes of meetings.</p> <p>Minutes of professional dialogue discussions.</p> <p>Staff, children, parent/carers questionnaires and evaluations.</p>	<p>Termly.</p>	

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	showcase progress of certification.	Updates on action plan.		
Collegiate working with children and families with a focus on UNCRC and sharing of best practice visits with other nurseries within the locality as well as partnership working with linked Primary School.	DHoC to support UNCRC champion to implement home links with parents/carers. This will also be supported by the whole nursery including all EYC practitioners.	Stay and Play sessions. Parent/carer questionnaires/evaluations/feedback. Home link bags distributed adapted for UNCRC. Parent information evening. Parent information leaflets. Floor book.	Ongoing	
	DHoC to support UNCRC champion in collegiate working with linked primary school and sharing of best practice with other nurseries within the locality.	Calendar of meetings. Minutes of meetings. Sharing good practice visits and corresponding paperwork. Floor book.	Ongoing	
	DHoC to support UNCRC champion to educate and inform children of their rights and empower them to use them.	Wall displays. Home link bags. Planning. Learning Journal input. Floor books. Play provocations. Children's UNCRC committee.	Ongoing	

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Section 2: Improvement Priority 2	
Early Years Centre	Milngavie EYC
Improvement Priority 2	Local Community Involvement – Establish links with local community projects and implement Forest schools initiative.
Person(s) Responsible	Head Teacher, DhoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.

NIF Priority	NIF Driver	HGIOELC Qis	CI quality Framework Qis	EDC Service Plan 2023-2026
<ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing;</li> <li>Improvement in skills and sustained, positive school-leaver destinations for all young people;</li> </ul> <p>Choose an item.</p>	<p>Parent/carer involvement and engagement</p> <p>School and ELC improvement</p> <p>Choose an item.</p>	<p>QI 2.7 Partnerships</p> <p>QI 3.3 Developing creativity and skills for life and learning</p> <p>QI 3.1 Ensuring wellbeing, equality &amp; inclusion</p>	<p>1.4 Family engagement</p> <p>1.3 play and learning</p> <p>3.2 leadership of play and learning</p>	<p>Improvement in children and young people's mental health and wellbeing</p> <p>Improvement in employability skills and sustained, positive school leaver destinations for all young people</p> <p>Choose an item.</p>



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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Whole nursery involvement lead by DhoC and Senior.</li> <li>Champion roles as identified within PDR process – Forest Schools, Community, Woodwork, Literacy.</li> <li>Establishing community links with Milngavie in Bloom, Tesco community champion, Milngavie Market and local businesses.</li> <li>Creation of Nursery Parent Fundraising group.</li> </ul>	<ul style="list-style-type: none"> <li>Established links to community groups.</li> <li>Calendar of events such as open days.</li> <li>Forest school timetable to be created.</li> <li>Fundraising calendar to be created.</li> <li>Questionnaires.</li> </ul>

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>Sharing of best practice with other nurseries in locality.</li> <li>Collegiate working with community champions.</li> <li>Training opportunities provided by EDC and external and recorded in CPD.</li> </ul>	<ul style="list-style-type: none"> <li>Parent volunteers.</li> <li>Communication with parents of local businesses.</li> <li>Visitor of the month.</li> <li>Stay and Play sessions.</li> <li>Newsletters.</li> <li>Questionnaires.</li> </ul>

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?	
Forest Schools initiative to be reintroduced to provide breadth and balance to curriculum provision by	DHoC will support staff in all outdoor training courses this includes inhouse training and/or external.	Majority of staff team to have attended outdoor training to help provide a consistent approach when providing	December 2023	

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utilising natural community outdoor spaces.		outdoor provision in the setting/community.		
	Forest School champion to be identified through PDR process to lead and support other staff in training and developing skills and knowledge of outdoor provision.	DHoC to complete PDR process and appoint Forest School Champion.  DHoC to support champion in developing time line and rotas for children to attend, risk assessments, action plan and ordering of resources.  Forest School Champion to chair internal training for all staff to ensure a consistent provision to all children attending forest school.	September 2023  February 2024 Ongoing	
	Sharing of best practice with other centres within the community to share ideas to with a view to develop a high quality forest school provision.	Rota of sharing best practice with rotation of staff.  Communication with other centres within the locality showcasing ideas.  Sharing practice evaluations complete and ideas implemented.	October 2023  Ongoing  Ongoing	

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	Implementation of Forest schools rolled out to pre school children.	DHoC will support whole staff team to implement forest schools through rotas, staffing and effective communication to parents.	October 2023 Ongoing	
Free-flow implementation of lunch time routine to encourage independence skills and progression with children's health and wellbeing.	DHoC will support whole staff team to develop and roll out a free flow lunch time routine helping to encourage self help skills and good eating habits developed by sharing good practice from other centres with an already established routine.	<p>Environment risk assessments in place to allow free flow movement.</p> <p>Sharing good practice rota with effective communication between local centres.</p> <p>Resources identified and provided.</p> <p>Children will self register encouraging name recognition.</p> <p>Free flow lunch time routine will be implemented.</p>	December 2023 Ongoing	
	DHoC will support local links to the community parent sustainability group to help assess and evaluate the impact of lunches and disposal of waste reduces	<p>Minutes of meetings.</p> <p>Floor books.</p> <p>Learning journals.</p> <p>Parental engagement.</p> <p>Lunch time resource list.</p> <p>Moderation of interactions.</p>	December 2023 Ongoing	

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	the impact on the environment.			
Whole nursery involvement with local community groups lead by Community champion	DHoC will support community champion to establish links with: <ul style="list-style-type: none"> <li>• Tesco community champion.</li> <li>• Mugdock rangers.</li> <li>• Milngavie in Bloom.</li> <li>• Local Library</li> <li>• Mental Health foundation (parent involvement)</li> <li>• Local care providers.</li> <li>• Local businesses.</li> </ul>	Minutes of Meetings Floorbooks. Evolve rota/risk assessments for trips. Learning journal Planning Events/trips Parent engagement Visitor of the month	October 2023	

Section 2: Improvement Priority 3	
<b>Early Years Centre</b>	<b>Milngavie EYC</b>
<b>Improvement Priority 3</b>	<b>Planning/Tracking with a focus on Literacy attainment.</b>
<b>Person(s) Responsible</b>	<b>Head Teacher, DhoC, Senior Early Years Worker, Nursery Teacher, Early Years Workers and Early Years Support Workers.</b>

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOELC Qis</b>	<b>CI quality Framework Qis</b>	<b>EDC Service Plan 2023-2026</b>

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<ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>Improvement in attainment, particularly in Literacy and Numeracy.</li> </ul> <p>Choose an item.</p>	<p>School and ELC leadership Teacher and Practitioner professionalism Curriculum and assessment</p>	<p>QI 1.2 Leadership of Learning QI 2.2 Curriculum QI 3.2 Ensuring children's progress</p>	<p>3.2 leadership of play and learning 2.2 Children experience high quality facilities 1.3 play and learning</p>	<p>Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged</p> <p>Choose an item.</p>
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Whole nursery involvement lead by DHoC, Senior and Nursery Teacher.</li> <li>Champion roles as established through PDR process – Literacy, Numeracy, Woodwork, Outdoors, Health and Wellbeing.</li> <li>NT to lead progression pathways for EDC.</li> </ul>	<ul style="list-style-type: none"> <li>Moderation paperwork for staff interactions, learning journals etc</li> <li>Time for training, staff meetings and professional dialogue.</li> <li>Literacy resources.</li> <li>Maintenance of planning.</li> <li>Learning Packs.</li> <li>Action Plan.</li> </ul>

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>CPD training opportunities provided by EDC and External.</li> <li>Literacy Audits.</li> <li>Curriculum training.</li> <li>WellCoMM training.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires/Evaluations.</li> <li>Stay and Play sessions.</li> <li>Curriculum Evening.</li> <li>Home link bags.</li> <li>Focus child input.</li> <li>Learning journal input.</li> </ul>

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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?	
Literacy Progression Pathways lead.	NT, Acting Senior and Literacy Champion will complete a Literacy Audit of the Nursery.	Check list for continuous provision in each area of the Nursery.  Resources will be bought to help aid bridge the gap in learning.	Sept 2023	
	NT will contact Learning Journals to add on relevant progression pathways for all staff to use, ensuring consistency.  NT to provide training/support to all staff to ensure staff feel confident in utilising the progression pathways.	Staff will complete Literacy Progression pathways on learning journals for each child.  Staff support provided by NT and DHoC as and when required.	Ongoing	
	NT will track all pre -schools children's progress in relation to Literacy.	Tracking will be completed with EYP's to identify	Termly	

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		progress, next steps and any gaps in learning.		
WellComm Assessment	All Pre -school children will be part of a WellComm Assessment.	NT will provide each pre-school child with a WellComm assessment and identify and support required.  Children will then receive lesson input from NT based on the WellComm assessment outcome. This will be supported by key workers.	December 2023	
	All practitioners will receive training on WellComm to ensure consistency of initiative.	NT with support from DHoC will lead training and staff will have an input for each child within their key group.	December 2023	
Moderation and Self Evaluation evidence gathering to ensure consistency in literacy across the nursery.	DHoC with NT and Senior will lead moderation of interactions and literacy development of the children.	All staff will embed a clear, consistent approach to the development of literacy skills/knowledge and will be supported fully by the SLT.	February 2024 Ongoing	
	Self Evaluation will be led by DHoC gathering evidence of literacy attainment throughout the nursery.	DHoC will support staff to gather evidence through tracking, parental engagement, staff interactions and moderation.	March 2024 Ongoing	