



# Oakburn Early Years Centre

IMPROVEMENT PLAN

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## **Improvement Planning Guidance for Early Years Centres 2021-22**

### **Developing a manageable, measureable 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 Early Years improvement plan should include the following:

- priorities clearly linked to NIF drivers and HGIOELC quality indicators (QIs) including the impact of Covid-19;
- measurable outcomes which focus on learning, achievement and wellbeing;
- clearly identified responsibilities for implementation and methods of change, linked to named individuals or teams;
- clear links to CLPL and professional enquiry;
- clear deadlines which ensure priorities are achieved within intended timescales and take account of working time agreements;
- measures of success which include performance data, quality indicators and stakeholders' views.

The delivery of the improvement plan should be discussed and agreed with staff as part of their collegiate hours within the working time agreement. The plan should be a working document which is regularly reviewed. Early Years Centres should use the plan to monitor progress towards achieving the identified outcomes and improvements, based on valid and reliable evidence.

**A statement of the Early Years Centre  
Vision, Values , Aims and Curriculum Rationale**

**Our Vision** is underpinned by the belief that: Positive relationships should be at the heart of everything we do. Our team will be committed and skilled in order to deliver high quality education and childcare. Supporting children's wellbeing is essential for them to learn. Child centred play is the core of our work and the best way to support children to achieve their potential. Outdoor play has lasting benefits for children and allows them to engage with nature in an ever changing environment. Children's voices and views should be listened to, respected and acted upon. Parents play the key role as their child's first educators, and we recognise the significance of their role in children's early education and the life of the centre. A sense of community and engaging with the wider locality is important within our centre. In order for us to get it Right for Every Child and family, we must promote equity and equality.

**We Value:**

Fun  
Relationships  
Open communication  
Respect  
Inclusion

**Our Aims and Objectives** are to provide: An ethos of community that promotes respect, care and kindness for all. A skilled staff team that will nurture and support our children and families and build positive relationships with the wider community. An environment that is safe, inclusive and secure with rich and stimulating opportunities indoors and outdoors. A curriculum that will provide fun, play based learning that is developmentally appropriate and enables all children to develop independence, confidence and achieve their potential.

**Learning, Teaching and Assessment approaches**

**Pre-Birth to 3 and Realising the Ambition** are the documents we use to plan learning opportunities for our under 3s in the early years. We refer to the four principles:

Rights of the Child -All children should be valued and respected at all levels and have the right to have their views heard and acted upon.  
Relationships are important, providing the starting point for development, learning and creating trusting relationships with families.  
Responsive care means knowing and accepting each child and respecting each child as an individual.  
Respect Each child is an individual, a person who has the right to be responded to and treated with genuine respect and dignity at all times.

There are nine features recognised which help practitioners promote these principles, all of which are equally significant and relevant in encouraging children's individuality and development. These are as follows:

- Role of the Practitioners
- Attachments
- Transitions
- Observations, Assessment and Planning
- Partnership Working
- Health and Wellbeing
- Literacy and Numeracy
- Environments
- Play

**The Curriculum for Excellence, My World Outdoors and Realising the Ambition** are some of the documents we use to plan our learning environment and experiences we provide to develop children in their skills and learning.

We refer to the seven curriculum principles to ensure the quality of the learning and teaching

- Challenge and Enjoyment- To ensure the children find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all.
- Breadth- All children should have opportunities for a broad, suitably weighted range of experiences.
- Progression- The children should experience continuous progression in their learning from 3 to 18 within a single curriculum framework.
- Depth- There should be opportunities for children to develop their full capacity for different types of thinking and learning
- Personalisation and Choice- The curriculum should respond to individual needs and support particular aptitudes and talents.
- Coherence- Taken as a whole, children's learning activities should combine to form a coherent experience.
- Relevance- Children should understand the purpose of their experiences. They should see the value of what they are learning and its relevance to their lives, present and future.

	IMPROVEMENT PRIORITY	TARGETS
1	<p><b>Learning, Teaching and assessment</b></p> <p>HGIOELC:            1.2Leadership of learning            1.3 Leadership of change            2.2. Curriculum            2.3 Securing children’s progress</p>	<p><b>NIF:, Improvement in attainment, particularly in literacy and numeracy, closing the attainment gap between the most and least disadvantaged children and young people – Assessment of children’s progress</b></p> <p><b>Oakburn will:</b> ensure a highly skilled workforce that are supported and monitored to deliver high quality practice with effective planning, recording and tracking procedures embedded in practice.</p> <p><b>Staff will:</b> All staff will deliver high quality learning opportunities for children and tracking their progress effectively.</p> <p><b>Learners will:</b> receive individual support to help them achieve their potential. Children will be supported to make progress across the curriculum and have a curriculum based on their interests and appropriate to their stage of development.</p> <p><b>Families will:</b> receive information about their child’s progress from their child’s keyworker. Parents have the opportunity to participate in curriculum evenings, events and parent meetings.</p>
2	<p><b>Environment</b></p> <p>HGIOELC:            1.2Leadership of learning            1.3 Leadership of change            1.5 Management of resources that promote equity            3.3 Developing creativity and skills for life and learning</p>	<p><b>NIF: Improvement in children and young people’s health and wellbeing – Centre improvement</b></p> <p><b>Oakburn will:</b> use Realising the Ambition, My World Outdoors, Play Strategy, LCFE and enabling environments framework to support high quality practice and development of stimulating play spaces that support children’s wellbeing and development.</p> <p><b>Staff will:</b> All staff will participate in leadership roles to drive forward the development of spaces and resources in the centre. Staff will have dedicated spaces to rest and complete paperwork.</p> <p><b>Learners will:</b> be welcomed into an inclusive, nurturing environment, where they be supported to make choices and progress across early experiences and outcomes.</p> <p><b>Families will:</b> have the opportunity to engage with events &amp; planned improvements, receive information, photographs and videos on the development of the environment and learning opportunities.</p>
3	<p><b>Building a Team</b></p> <p>HGIOELC:            1.3 Leadership of change</p>	<p><b>NIF: Improvement in attainment, particularly in literacy and numeracy -Practitioner professionalism</b></p> <p><b>Oakburn will:</b> ensure a highly skilled workforce that are supported and monitored to deliver high quality practice.</p>

	1.4 Leadership and management of practitioners	<p><b>Staff will:</b> All staff will participate in training to support their understanding of the curriculum, planning, providing high quality learning opportunities for children and tracking their progress effectively. Staff will feel supported and kept updated with current information from SLT.</p> <p><b>Learners will:</b> receive consistent care from a key worker and other staff who know them well and care for their individual needs and interests.</p> <p><b>Families will:</b> receive information about staff and their child's keyworker. Parents will be kept up to date by the staff team on developments within the centre and specifically their child's progress.</p>
4	<p>Family engagement</p> <p>HGIOELC: 2.5 Family Learning 2.7 Partnerships 3.1 Wellbeing, equity and inclusion</p>	<p><b>NIF: Improvement in children and young people's health and wellbeing –Parental engagement</b></p> <p><b>Oakburn will:</b> continue to develop excellent communication and strong relationships and engagement with all families in the life of the centre.</p> <p><b>Staff will:</b> develop positive relationships with families and engage in and promote parent events.</p> <p><b>Families will:</b> have opportunities to regularly engage with the life of the centre and feel included in the developments in the centre and supported through the Covid recovery period.</p>
5	<p><b>Transition &amp; partnerships</b></p> <p>HGIOELC: 1.3 Leadership of change 2.6 Transitions 2.7 Partnerships</p>	<p><b>NIF: Improvement in children and young people's health and wellbeing -Centre Improvement</b></p> <p><b>Oakburn will:</b> develop positive partnerships with locality centres and schools to support transitions.</p> <p><b>Staff will:</b> engage in STEM training and partner with other centres to plan and implement transition programmes throughout the year.</p> <p><b>Learners will:</b> have equity in opportunities to engage with locality school /centres in transition programmes and a seamless transition to their feeder school.</p> <p><b>Families will:</b> be informed of transition programmes in place, transition reports and records of visits. They will also have opportunities to engage with the school/parent transition programme.</p>

<b>Improvement Priority</b>	<b>NIF Priority</b>		<b>NIF Drivers</b>		<b>EDC NIF Action Plan</b>	<b>Overall Responsibility</b>
<b>Learning, Teaching and assessment</b>	<b>Closing the attainment gap between the most and least disadvantaged children</b>		<b>4. Assessment of children's progress</b>		<b>Improvement in attainment in literacy and numeracy.</b>	<b>Head of Centre</b>
<b>Tasks/Action Required</b>		<b>Timescale (by ....)</b>	<b>Resource Requirements</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation Arrangements</b>	<b>Progress</b>
<b>Backdrop curriculum plan drafted and agreed</b>		<b>10<sup>th</sup> August 21</b>	<b>CFE outcomes, templates, EYT</b>	<b>Head of Centre</b>	<b>Self-evaluation, planning folder, minutes of meetings, floor books , e-journals, trackers</b>	
<b>Ferre Laevers assessment for all children</b>		<b>Sept 21, Jan, April 21</b>	<b>Ferre Laevers, staff, time</b>	<b>Head of Centre</b>	<b>Ferre Laevers outcomes, SFA, SFL, PATHS</b>	
<b>Planning support, paperwork and guidance issued and implemented by all staff.</b>		<b>Sept 21 - ongoing</b>	<b>RTA, CFE outcomes, LTA guidance, 1:1 with EYT, e-journals,</b>	<b>Head of Centre</b>	<b>Audits and monitoring, planning folder, floor books, wall displays, PDR's, mentors, e-journals, trackers.</b>	
<b>Structured programmes implemented – PATHS, Play on Pedals, Wake &amp; Shake, Forest schools, woodwork, transition programme.</b>		<b>Sept 21- ongoing</b>	<b>PATHS, Play on pedals programme, forest area, handbook, RA's, woodwork training, transition plan,</b>	<b>Head of centre</b>	<b>PATHS assessment, floor books, E-journals, planning paperwork, wall displays, children's voice.</b>	

		resources, champions.			
SLT monitoring of LTA, environment and staff/child interactions.	Sept 21 - monthly	Templates, timetable, SLT	Head of Centre	Feedback ton staff, minutes, PDR's, Self-evaluation.	
SLT & EYT monitoring of quality of planning, recording and tracking	Sept 21-monthly	Tracker, e-journal input, SFL updates, keyworkers.	Head of Centre	E-journals, meetings, PDR's, snap shots, SFL, planning, tracker	
Effective tracking systems implemented for all children. Trackers issued when children starts. 6 weeks to create a foundation knowledge of child to build upon	October 21-ongoing	Trackers, e-journals, EYT support, parent contributions from care plan, meetings, SFL paperwork. Ferrie leavers, PATHS	Head of Centre	Trackers, e-journal monitoring and feedback, audits, SFL file, meeting minutes, self-evaluation. SFA,	
Home links/ family learning events set up to support children's learning at home	October 21 - ongoing	Resources, SFL, EYT, champions.	Head of Centre	Parent feedback, children's feedback, e-journals, wow moments, parent evening feedback, SFL updates.	
Self-evaluation looking at LTA	August, Sept, Feb, May	Tasks, staff, planning folder, floor books, trackers, e-journals	Head of Centre	Self-evaluation outcomes and improvements, floor books. Inset day plan & floor book, S&Q	
Parent, child, staff questionnaires	Oct, Feb, May 21	Template		Feedback, actions	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					



*Leadership – Training provided in-house, EDC or external to support practitioner knowledge of the curriculum , planning and tracking. Mentoring system for new staff and monitoring and coaching systems to ensure support and quality of provision.*

*Parental- Stay and Play, Group times, SMT drop in sessions, volunteer opportunities, Curriculum evening.*

*Learners – Ambassadors in learning, children’s planning*

Resource Requirements	Costs	Professional Learning
Structured plan equipment, staff leadership, planning, trackers, time		Curriculum planning, RTA, Planning in the moment.

<b>Improvement Priority</b>	<b>NIF Priority</b>	<b>NIF Drivers</b>		<b>EDC NIF Action Plan</b>	<b>Overall Responsibility</b>
<b>Environment</b>	<b>Improvement in attainment in literacy and numeracy</b>	<b>5. Centre Improvement</b>		<b>Improvement in attainment in literacy and numeracy</b>	<b>Head of Centre</b>
<b>Tasks/Action Required.</b>	<b>Timescale (by ....)</b>	<b>Resource Requirements</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation Arrangements</b>	<b>Progress</b>
<b>Establish leadership roles for developing environment</b>	<b>August 21</b>	<b>Time, champions, website, resources</b>	<b>Head of Centre</b>	<b>Self evaluation, audits, PDR's, website, planning, photo's, feedback, meeting minutes</b>	
<b>Literacy and numeracy audit – ensure literacy and numeracy opps are across all areas</b>	<b>Sept 21 - ongoing</b>	<b>Paperwork, champions, EYT, senior, staff</b>	<b>Head of Centre</b>	<b>Audits, progress updates, photographs, planning, leadership roles, website, meeting minutes, self-evaluation.</b>	
<b>Environment audits</b>	<b>Sept-monthly</b>	<b>Paperwork, SLT, timetable, resources</b>	<b>Head of Centre</b>	<b>Audits, next steps, evidence of impact on learners- photographs, e-journals , planning</b>	
<b>Implement forest schools and develop garden space</b>		<b>Funding, resources, outdoor clothing, forest school paperwork, champions</b>	<b>Head of Centre</b>	<b>Floor books, photographs, back drop plans, children's consultation, parent views.</b>	

Review VVA with staff , children and parents	February 21	VVA, evidence of meeting aims, questionnaires	Head of Centre	Consultation, evidence of meeting aims, self-evaluation.	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
<i>Leadership –Champion roles linked to PDR’s, Monitoring and auditing practices, engagement in self-evaluation and driving improvement actions.</i>					
<i>Parental- Stay and Play, Questionnaires/consultation, volunteer opportunities, curriculum evening. Planning resources.</i>					
<i>Learners – Consultation with children, planning, resources</i>					
<b>Resource Requirements</b>	<b>Costs</b>			<b>Professional Learning</b>	
Equipment to enhance environment, literacy and numeracy audits	Budget			Curriculum planning, enabling environments revisited, peer observations.	

<b>Improvement Priority</b>	<b>NIF Priority</b>	<b>NIF Drivers</b>		<b>EDC NIF Action Plan</b>	<b>Overall Responsibility</b>
<b>Building a team</b>	<b>Improvement in attainment, particularly in literacy and numeracy</b>	<b>2. Practitioner professionalism</b>		<b>Leadership</b>	<b>Head of Centre</b>
<b>Tasks/Action Required</b>	<b>Timescale (by ....)</b>	<b>Resource Requirements</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation Arrangements</b>	<b>Progress</b>
<b>Induction and mentoring roles established for 6 month period</b>	<b>August-ongoing monthly</b>	<b>Time, mentors, mentoring pack, support for mentors</b>	<b>Head of Centre/Depute Head of Centre</b>	<b>Mentoring paperwork, feedback from mentors, EYT, planning, questionnaires, PDR's</b>	
<b>PDR's &amp; leadership roles</b>	<b>August (new starts), Sept, Jan, May</b>	<b>Staff team, leadership breakdown, champions, time, resources</b>	<b>Head of Centre/ Depute Head of Centre</b>	<b>Environment, audits, wall displays, planning, floor books, website, PDR updates, audits, meeting minutes, self-evaluation, feedback.</b>	
<b>Arrange training to meet staff needs</b>	<b>August - ongoing</b>	<b>EDC training calendar. PDR's, funds for external, inset plans</b>	<b>Head of Centre</b>	<b>Minutes of meetings, leadership impact, website, e-journal, newsletters.</b>	
<b>Fortnightly staff meetings take place &amp; communication</b>	<b>August - ongoing</b>	<b>Collegiate calendar, agenda's, protected time questionnaires</b>	<b>Head of Centre</b>	<b>Meeting minutes, staff feedback.</b>	
<b>Celebrations &amp; events</b>	<b>August-ongoing</b>	<b>Staff payments, social secretary,</b>	<b>Head of Centre</b>	<b>Staff relationships, feedback, social wall.</b>	

Champion meetings take place with EYT	Sept-6 weekly	Agenda, audits, plans, agenda	EYT	Self-evaluation, minutes, floor books, photographs	
Team building days	Dec, April, June	Staff, time, inset plans	Depute Head of Centre	Feedback, self-evaluation	
Staff consultation to ensure they feel part of the centre journey	Feb 22	Questionnaire, staff	Head of Centre	Feedback, actions from feedback, PDR's	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
<p><i>Leadership – Training provided in-house, EDC or external to support practitioner knowledge of the curriculum. Mentoring system for new staff and monitoring and coaching systems to ensure support and quality of provision. Social secretary for team building social events. Staff will feel that communication and relationships are good.</i></p> <p><i>Parental-Participation in events, celebrate staff news with parents, key worker meetings and feedback.</i></p> <p><i>Learners – will benefit from a happy staff team with positive engagement with practitioners.</i></p>					
<b>Resource Requirements</b>	<b>Costs</b>		<b>Professional Learning</b>		
Staff payments, time, training calendar, funds for resources to support training			Curriculum , self-evaluation, RTA		

<b>Improvement Priority</b>	<b>NIF Priority</b>	<b>NIF Drivers</b>		<b>EDC NIF Action Plan</b>	<b>Overall Responsibility</b>
<b>Family engagement</b>	Improvement in children and young people's health and wellbeing	<b>3. Parental engagement</b>		<b>Parental engagement</b>	<b>Head of Centre</b>
<b>Tasks/Action Required</b>	<b>Timescale (by ....)</b>	<b>Resource Requirements</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation Arrangements</b>	<b>Progress</b>
Plan family engagement events for the year	August 21-ongoing	Annual calendar, resources, restrictions	Head of Centre	Parent feedback, self-evaluation, photographs, website, e-journals, S&Q	
Plan SMT drop in meetings	August-Monthly	Annual calendar, agenda, consultation	Head of Centre	Minutes, newsletter, self-evaluation, parent feedback	
Plan and implement settling calls or TEAMS	Sept 21-ongoing	Teams, staff, e-journals	Head of Centre	Calendar, meeting minutes, feedback.	
Plan parents meetings	October-June	Focus child calendar, TEAMS, trackers, care plan, keyworkers, TACS	Head of Centre	Focus child plan, care plans, feedback, e-journals, self-evaluation	
Plan for family learning and home links	October, Jan, April	Resources, champions	Head of Centre	PDR's, feedback, self-evaluation, S&Q	
Plan family champion sessions	October, January, April	Family Champion, family support worker, tip sheets	Head of Centre	Parent evaluations, registers, self-evaluation	

<b>Parent consultations</b>	<b>October, May</b>	<b>Questionnaires, feedback, minutes</b>	<b>Head of Centre</b>	<b>Feedback, meeting minutes, actions, self evaluation</b>	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
<i>Leadership –Planned events, Champion roles linked to PDR</i>					
<i>Parental- Stay and Play, Group times, SMT drop in sessions, volunteer opportunities, curriculum evening, home links.</i>					
<i>Learners – Invitation to events for parents, planning events.</i>					
<b>Resource Requirements</b>	<b>Costs</b>			<b>Professional Learning</b>	
<b>Time, parent access, parent attendance, staff, home link/ learning resources.</b>	<b>Fundraising</b>			<b>Family Champion training</b>	

<b>Improvement Priority</b>	<b>NIF Priority</b>	<b>NIF Drivers</b>		<b>EDC NIF Action Plan</b>	<b>Overall Responsibility</b>
<b>Transitions &amp; Partnerships</b>	<b>Improvement in children and young people's health and wellbeing</b>	<b>5. Centre Improvement</b>		<b>Centre Improvement</b>	<b>Head of Centre</b>
<b>Tasks/Action Required</b>	<b>Timescale (by ....)</b>	<b>Resource Requirements</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation Arrangements</b>	<b>Progress</b>
<b>Create and share plan for feeder schools, locality centres to enhance transition</b>	<b>Sept 21</b>	<b>Plan, feedback from schools and centres, time, training date</b>	<b>Head of Centre</b>	<b>Agreement from centres/schools, meeting minutes, calendar of events</b>	
<b>Gather names of staff from each establishment that will lead on transitions and woodwork.</b>	<b>Sept 21</b>	<b>Nominated staff and email addresses</b>	<b>Head of Centre</b>	<b>List of staff, photographs</b>	
<b>Sort names of children and school they will be transitioning to.</b>	<b>Sept 21</b>	<b>List of pre-school children and lists from other centres</b>	<b>EYT</b>	<b>List, organisation, communication with link schools</b>	
<b>Contact schools and ask for parent / child transition plans</b>	<b>October – Feb 21</b>	<b>Clerical staff, school email addresses, list of transition schools</b>	<b>Head of Centre</b>	<b>Emails, Dates for diary, parent communication</b>	
<b>Inform parents of transition plans for schools and centre project.</b>	<b>October 21</b>	<b>Newsletter, dates for diary, SMT meetings</b>	<b>Head of Centre</b>	<b>Newsletter, meeting minutes</b>	
<b>Grant -Purchase tools to support locality schools and centres</b>	<b>October 21</b>	<b>Grant funding, timetable for schools, centres to borrow</b>	<b>Head of Centre</b>	<b>Tools, calendar, photo's</b>	



Grant -Woodwork training to support STEM transition programme	October 21	Online course or date for face to face, meetings for actions following the 8 unit course.	Head of Centre	Training evaluations, feedback, plans, photographs	
Start transition programme	Nov – June 21	Plan, calendar, RA's, restriction info, woodwork resources, teachers, transition reports	Head of Centre, EYT	Photographs, calendar, staff feedback, meeting minutes, self-evaluation	
Review the success of the STEM transition programme with schools, centres, staff, children and families.	June 21	Questionnaire, evaluations, meetings, staff , time	Head of Centre	Feedback, , self-evaluation task., meeting minutes, S&Q	
Complete and transfer transition reports and SDQ's	June 21	Paperwork, trackers, SFL data, parent comments	Head of Centre	Copy of reports, SFL file, meeting minutes, trackers.	
<b>Leadership and Parental and Learner Engagement Opportunities</b>					
<i>Leadership – Will create and implement a transition plan to build positive relationships with locality schools and centres plan that promotes STEM-woodwork.</i>					
<i>Parental- Parents will be informed about the enhanced transition programme taking place to ensure equity of transition opportunities for children that attend Oakburn EYC. Parents will feel their voice is heard in adding their views to transition report.</i>					
<i>Learners – will have opportunities to build relationships with children transitioning to the same school and to meet a teacher from the school.</i>					
<b>Resource Requirements</b>	<b>Costs</b>		<b>Professional Learning</b>		
Woodwork training, plan and staff engagement.	£3,000 grant		Woodwork		

