

## Framework for Centre Improvement Planning 2024/2025

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Oakburn Early Years Centre
Head Teacher / Head of Centre	Margaret Harris/Erin Maclean
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p><b>Our Vision</b> is underpinned by the belief that: Positive relationships are at the heart of everything we do. Our team are committed and skilled in order to deliver high quality education and childcare. Supporting children's wellbeing is essential for them to learn.</p> <p>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 will be listened to, their rights 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 involving them and their family in 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.</p> <p><b>We Value:</b></p> <ul style="list-style-type: none"> <li>Fun</li> <li>Relationships</li> <li>Open Communication</li> <li>Respect</li> <li>Wellbeing</li> <li>Inclusion for All</li> <li>Children's Rights</li> </ul> <p><b>Our Aims and Objectives</b> are to provide: An ethos of community that promotes respect, care and kindness for all.</p> <p>A skilled staff team that will nurture and support our children and families and continue to build positive relationships with the wider community. An environment that is safe, inclusive and secure with rich and stimulating opportunities indoors and outdoors.</p> <p>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.</p>

## 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.

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	<b>Looking Forwards – 3 Year Improvement Plan Priorities</b>		
	Bullet point key priorities for the next 3 years		
<b>Session</b>	<b>2024/2025</b>	<b>2025/2026</b>	<b>2026/2027</b>
<b>Priority 1</b>	<b>Sustainability</b>	<b>Learning for Sustainability</b>	<b>Family Learning</b>
<b>Priority 2</b>	<b>LCFE</b>	<b>Assessment of Learners Progress - Moderation Processes</b>	<b>Inclusion for All</b>
<b>Priority 3</b>	<b>Quality Assurance</b>	<b>Self-Evaluation for Continuous Improvement</b>	<b>Health &amp; Wellbeing</b>

<b>Section 2: Improvement Priority 1</b>	
<b>Early Years Centre</b>	<b>Oakburn Early Years Centre</b>
<b>Improvement Priority 1</b>	<b>Sustainability</b>
<b>Person(s) Responsible</b>	<b>Head of Centre working in collaboration with staff team.</b>

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOELC QIs</b>	<b>CI Quality Framework QIs</b>	<b>EDC Service Plan 2024-2027</b>
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Delete / copy as required	Delete / copy as required	Delete / copy as required	Delete/copy as required	Delete / copy as required
<ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing;</li> </ul>	School and ELC leadership Teacher and Practitioner professionalism	QI 2.2 Curriculum QI 3.1 Ensuring wellbeing, equality & inclusion	1.3 play and learning 2.1 Quality of the setting for play and learning 3.2 leadership of play and learning	Improvement in children and young people's mental health and wellbeing

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• Improvement in achievement, particularly in Literacy and Numeracy. Choose an item.	School and ELC improvement	QI 3.3 Developing creativity and skills for life and learning		Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>• Champion roles linked to PDR's - Family, Literacy, Numeracy, Outdoor, ASN &amp; ECO.</li> <li>• Create a plan of what and when to plant.</li> <li>• Update members of Eco Committee/Garden Committee.</li> <li>• Engagement in self-evaluation and driving improvement actions.</li> <li>• Training provided in-house, EDC or external providers to support practitioner knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment.</li> <li>• Seeds/plants.</li> <li>• Addition of two raised beds.</li> <li>• Soil for raised beds.</li> <li>• Recycling Bins – plastic.</li> <li>• Water Butt.</li> <li>• Litter pickers.</li> </ul>

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>• Outdoor training/courses</li> <li>• Sustainability links to curriculum</li> <li>• Self-evaluation</li> <li>• Eco Schools</li> <li>• Increased knowledge and understanding of key documents/guidance-Realising the Ambition, Space to Grow, My World Outdoors, Setting the Table, Health and Social Care Standards, The Early Years Framework</li> </ul>	<ul style="list-style-type: none"> <li>• Volunteer opportunities</li> <li>• Sharing knowledge and skills</li> <li>• Consultation/Questionnaires</li> <li>• Sourcing equipment</li> <li>• Curriculum Evening</li> <li>• Stay &amp; Play</li> <li>• Curriculum Walks</li> <li>• Sharing hobbies/skills</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
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?
<b>Biodiversity has increased within the</b>	<ul style="list-style-type: none"> <li>• Outdoor lead to work with delegated staff to assess</li> </ul>	<ul style="list-style-type: none"> <li>• Videos, photographs, displays</li> <li>• Floor book.</li> </ul>	<b>August 24</b> <ul style="list-style-type: none"> <li>• Leadership roles identified.</li> </ul> <b>September 24</b>

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<p><b>Centre extending learners' knowledge on a wide range of practices to support and promote wildlife in the garden.</b></p>	<p>area and develop action plan on how biodiversity can be increased.</p> <ul style="list-style-type: none"> <li>• Staff and children to research activities to increase level of wildlife in the garden.</li> <li>• Floor book to be developed to record all activities, child's voice and curricular links.</li> <li>• Pre/post data collection of nature visiting garden.</li> <li>• Outdoor lead to arrange dates for parental participation.</li> <li>• Link with Mugdock rangers to increase knowledge and understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Questionnaires.</li> <li>• Blogs.</li> <li>• Data collection.</li> <li>• Record of attendance.</li> <li>• Record of Mugdock Rangers visits and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Action Plan for activities and events to increase biodiversity, including parents.</li> <li>• Data collection.</li> <li>• Contact Mugdock Country Park</li> </ul> <p><b>May 24</b></p> <ul style="list-style-type: none"> <li>• Post data collection.</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• Activities to increase levels of wildlife.</li> <li>• Floor book updates.</li> </ul>
<p><b>Allotment extended providing a greater variety of produce and plants increasing learners' knowledge and understanding of seed to table practices.</b></p>	<ul style="list-style-type: none"> <li>• Leadership roles will be identified through the PDR process.</li> <li>• Identified staff will work collaboratively with Outdoor Lead and children to establish the optimum placement of further raised beds and planting areas.</li> <li>• Identified staff and children will research and create a planner of which seeds to sow at particular times to ensure a healthy harvest throughout the year.</li> <li>• Children will harvest fruit/vegetables at appropriate times throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultations</li> <li>• Pre and post feedback from key staff</li> <li>• Recipe book created</li> <li>• Floor book to record progress</li> <li>• Calendar for planting to support all staff and children in contributing and learning of seed to table practices.</li> <li>• Record of attendance from parents/family members in activities</li> <li>• Questionnaires</li> <li>• Glow forms</li> <li>• Blogs</li> </ul>	<p><b>August 24</b></p> <ul style="list-style-type: none"> <li>• Leadership roles identified.</li> <li>• Area identified for further planting.</li> </ul> <p><b>September 24</b></p> <ul style="list-style-type: none"> <li>• Calendar of what to plant and when and harvesting times.</li> <li>• Garden committee re-established. Parental participation dates arranged.</li> </ul> <p><b>November 24</b></p> <ul style="list-style-type: none"> <li>• Blog of progress uploaded to website/social media.</li> </ul> <p><b>March 24</b></p> <ul style="list-style-type: none"> <li>• Blog of progress uploaded to Website/Social Media</li> </ul> <p><b>May 24</b></p> <ul style="list-style-type: none"> <li>• Recipe book developed with possibility of selling onto families.</li> </ul> <p><b>June 24</b></p> <ul style="list-style-type: none"> <li>• Final blog uploaded to website/social media.</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>• Record of attendance/feedback.</li> <li>• Floor book updates.</li> </ul>

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	<ul style="list-style-type: none"> <li>Children to distribute excess produce in the community – enterprise opportunity.</li> <li>Outdoor lead will re-establish a garden committee of children who display a keen interest in this topic.</li> <li>Outdoor lead to arrange dates for parental participation.</li> <li>Link with Milngavie in Bloom for planting opportunities in community and to support children in Centre.</li> </ul>		
<b>Eco experiences and activities informed learners of the different ways in which we can help protect our world.</b>	<ul style="list-style-type: none"> <li>Leadership roles will be identified through the PDR process.</li> <li>Re-establish Eco Committee involving parents.</li> <li>Research on how Eco practices can be extended in the Centre.</li> <li>Create links with S6 in local secondary school to support building resources with recyclable items.</li> <li>Increase number of recycle bins for Centre both indoors and outdoors.</li> <li>Visits to other Centres in the authority to share good practice.</li> <li>Adopt marine mammal, creating specific focus on keeping our seas and rivers clean.</li> <li>Link with Milngavie in Bloom for litter picking.</li> </ul>	<ul style="list-style-type: none"> <li>Record research and findings.</li> <li>Calendar for litter picking.</li> <li>Tracking of adopted mammal</li> <li>Pre/post questionnaires on children's knowledge (quantitative data).</li> <li>Floor book</li> <li>Blogs</li> <li>Glow form for parents.</li> </ul>	<p><b>August 24</b></p> <ul style="list-style-type: none"> <li>Leadership roles identified.</li> <li>Eco Committee re-established.</li> <li>Prequestionnaire (data collection).</li> </ul> <p><b>September 24</b></p> <ul style="list-style-type: none"> <li>Dates for litter picking in diary.</li> <li>Research completed.</li> <li>Adoption of marine mammal.</li> <li>Links created with S6 pupils.</li> <li>Source additional recycling bins.</li> <li>Arrange visit to local Recycling Centre (if permitted by H &amp; S).</li> </ul> <p><b>November 24</b></p> <ul style="list-style-type: none"> <li>Blog of progress uploaded to website.</li> </ul> <p><b>March 24</b></p> <ul style="list-style-type: none"> <li>Blog of progress uploaded to social media/ Website</li> </ul> <p><b>May 24</b></p> <ul style="list-style-type: none"> <li>Post questionnaire (data collection).</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>Record of attendance/feedback.</li> <li>Floor book updates.</li> </ul>

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<b>Links created with Men Shed/Joiners &amp; Timber Wholesales have supported learners' creativity, risk assessing and fine motor skills.</b>	<ul style="list-style-type: none"> <li>Outdoor lead to create links with Men Shed.</li> <li>Outdoor lead to contact local joiners and timber wholesalers to ensure continuous supply of wood.</li> <li>Men shed to visit and support children in woodwork and creating garden resources/furniture (PVG will be required if visits are regular).</li> </ul>	<ul style="list-style-type: none"> <li>Record of attendance/feedback.</li> <li>Blogs.</li> <li>Glow form for parents.</li> <li>Floor book.</li> </ul>	<p><b>August 24</b></p> <ul style="list-style-type: none"> <li>Contact Men Shed and create links.</li> <li>Contact local joiners and timber wholesalers.</li> </ul> <p><b>November 24</b></p> <ul style="list-style-type: none"> <li>Blog of progress uploaded to website.</li> </ul> <p><b>March 24</b></p> <ul style="list-style-type: none"> <li>Blog of progress uploaded to social media/Website</li> </ul> <p><b>May 24</b></p> <ul style="list-style-type: none"> <li>Glow form</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>Record of attendance/feedback.</li> <li>Floor book.</li> <li>Men Shed visits.</li> </ul>
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Section 2: Improvement Priority 2	
<b>Early Years Centre</b>	<b>Oakburn Early Years Centre</b>
<b>Improvement Priority 2</b>	<b>LCFE</b>
<b>Person(s) Responsible</b>	<b>Head of Centre Collaboration with full staff team</b>

<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOELC QIs</b>	<b>CI Quality Framework QIs</b>	<b>EDC Service Plan 2024-2027</b>
<p>Delete / copy as required</p> <ul style="list-style-type: none"> <li>Improvement in children and young people's health and wellbeing;</li> <li>Improvement in achievement, particularly in Literacy and Numeracy.</li> </ul>	<p>Delete / copy as required</p> <p>Teacher and Practitioner professionalism Curriculum and assessment School and ELC improvement</p>	<p>Delete / copy as required</p> <p>QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 2.3 Learning, Teaching &amp; Assessment</p>	<p>Delete/copy as required</p> <p>1.1nurturing care and support 1.2 Children are safe and protected 4.1 Staff skills, knowledge and values</p>	<p>Delete / copy as required</p> <p>Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Improvement in children and young people's</p>

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Choose an item.				mental health and wellbeing
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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Champion roles linked to PDR's - Family, Literacy, Numeracy, Outdoor, ASN &amp; ECO</li> <li>Training provided in-house or by EDC.</li> <li>Monitoring and auditing practices</li> <li>Mentoring of staff</li> <li>Continue contributing to portfolio of evidence</li> <li>Implement Big Bedtime Read</li> <li>Makaton Leadership Role</li> </ul>	<ul style="list-style-type: none"> <li>Time for allocated tasks</li> </ul>

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>Peer mentoring and observations</li> <li>Self-evaluation</li> <li>Literacy Champion Training and working group meetings</li> <li>Increased knowledge and understanding of key documents/guidance</li> <li>Increased knowledge of Makaton signs</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Home links</li> <li>Curriculum Evening</li> <li>Sharing of Makaton signs</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
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?
<b>Practitioners continued to develop their knowledge to implement LCFE practices, focussing on Key Indicators 4 &amp; 5, which supported learners with</b>	<ul style="list-style-type: none"> <li>Leadership roles will be identified through the PDR process</li> <li>Lead member and supporting practitioner(s) to continue to collaborate with working group to support accreditation.</li> </ul>	<ul style="list-style-type: none"> <li>Consultation.</li> <li>Questionnaires.</li> <li>Staff feedback.</li> <li>Quantitative.</li> <li>QA processes-learning walks evidence.</li> </ul>	<b>August 24</b> <ul style="list-style-type: none"> <li>Leadership roles.</li> <li>Training.</li> <li>Self-evaluation</li> </ul> <b>Ongoing</b> <ul style="list-style-type: none"> <li>Labelling.</li> </ul>

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<b>transitions, routines and communication.</b>	<ul style="list-style-type: none"> <li>All staff to participate in further training around key indicators, 4 &amp; 5.</li> <li>All staff to participate in task to evaluate key indicators to identify strengths and areas still to be addressed.</li> <li>Self-evaluation to identify opportunities for further training.</li> <li>All staff to maintain labelling in areas.</li> <li>Improvements can be clearly seen in practitioners' interactions with children through learning walks and LCFE mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>LCFE mentoring recording.</li> </ul>	
<b>Effective monitoring and auditing practices assists accreditation and ensures learners are supported in their communication and developing their language skills.</b>	<ul style="list-style-type: none"> <li>Lead members to audit areas regularly.</li> <li>When moving areas, staff to carry out audit.</li> <li>Lead members to engage in PDSA cycles for continuous improvements.</li> <li>Lead members to carryout mentoring observations, providing feedback.</li> <li>SMT to perform observations through learning walks to support practitioners in adult/child interactions.</li> <li>Lead members to continue to add/replenish folder of resources (photographs/words) accessible to all staff.</li> </ul>	<ul style="list-style-type: none"> <li>Audits and monitoring – evaluation of progress.</li> <li>Mentoring feedback – progress on individual staff.</li> <li>Folder available for staff to maintain aspects of key indicators in their area.</li> </ul>	<b>Ongoing</b> <ul style="list-style-type: none"> <li>Audits &amp; monitoring.</li> <li>Folder of evidence.</li> </ul>
<b>Portfolio of evidence and action plan informs journey to accreditation and allows learners to revisit experiences.</b>	<ul style="list-style-type: none"> <li>Lead members and SMT to evaluate progress for accreditation.</li> <li>All staff to evaluate impact on learners.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback</li> <li>Photographs</li> <li>Observations</li> <li>Self-evaluation task</li> </ul>	<b>Termly</b> <ul style="list-style-type: none"> <li>Action plan audit.</li> </ul> <b>May 25</b> <ul style="list-style-type: none"> <li>Impact</li> </ul>

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		<ul style="list-style-type: none"> <li>Impact on learners – questionnaires/glow forms</li> <li>Staff feedback</li> <li>SMT feedback to staff team</li> </ul>	
<b>Big Bedtime Read was established and implemented which encouraged reading at home, increasing learners' skills in literacy.</b>	<ul style="list-style-type: none"> <li>Offer pre-school opportunity to participate and launch initiative.</li> <li>Evaluate uptake, progress and impact on learners.</li> </ul>	<ul style="list-style-type: none"> <li>Record initial and ongoing participation (quantitative).</li> <li>Questionnaires/glow forms for children/parents</li> <li>Feedback</li> </ul>	<p><b>September 24</b></p> <ul style="list-style-type: none"> <li>Resources, costs and purchased.</li> </ul> <p><b>October 24</b></p> <ul style="list-style-type: none"> <li>Initiative launched.</li> </ul> <p><b>January 25</b></p> <ul style="list-style-type: none"> <li>Initial evaluation.</li> </ul> <p><b>May 25</b></p> <ul style="list-style-type: none"> <li>Impact evaluation.</li> </ul>
<b>Increased use of Makaton by staff and children supported language and communication ensuring all learners feel included and listened to.</b>	<ul style="list-style-type: none"> <li>Makaton leader will continue to add to the folder of all signs previously shared.</li> <li>Fortnightly signs to be shared with staff/children.</li> <li>Signs to be visible in all areas of the Centre.</li> <li>Short videos of the actions of the signs to be shared with staff/children.</li> </ul>	<ul style="list-style-type: none"> <li>Folder of common signs.</li> <li>Emails</li> <li>Effective communication between Makaton leader and staff team.</li> <li>SMT monitor impact on learners.</li> </ul>	<p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>Sharing signs.</li> <li>Impact.</li> </ul>
<b>Positive impact of LCFE journey on learners is evident in the Centre.</b>	<ul style="list-style-type: none"> <li>Leadership roles will be identified through the PDR process.</li> <li>SMT and identified staff to evaluate progress bi-monthly.</li> <li>Test for Change on identified children to monitor impact.</li> </ul>	<ul style="list-style-type: none"> <li>PDR interim and final meetings in accordance with process.</li> <li>Evaluation &amp; staff, questionnaires.</li> <li>Pre and post information from children, parents and staff.</li> </ul>	<p><b>August 24</b></p> <ul style="list-style-type: none"> <li>Leadership roles</li> </ul> <p><b>November 24</b></p> <ul style="list-style-type: none"> <li>Evaluation</li> </ul> <p><b>October 24/April 25</b></p> <ul style="list-style-type: none"> <li>Pre/post information</li> </ul>

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Section 2: Improvement Priority 3	
Early Years Centre	Oakburn Early Years Centre
Improvement Priority 3	Quality Assurance
Person(s) Responsible	Head of Centre

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
<p>Delete / copy as required</p> <ul style="list-style-type: none"> <li>Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>Closing the attainment gap between the most and least disadvantaged children and young people;</li> <li>Improvement in achievement, particularly in Literacy and Numeracy.</li> </ul>	<p>Delete / copy as required</p> <p>School and ELC leadership Teacher and Practitioner professionalism School and ELC improvement</p>	<p>Delete / copy as required</p> <p>QI 1.1 Self evaluation for self improvement QI 1.2 Leadership of Learning QI 1.3 Leadership of Change QI 1.4 Leadership and Management of practitioners</p>	<p>Delete/copy as required</p> <p>2.1 Quality of the setting for play and learning 3.1 Quality assurance and improvement are well led 3.3 Leadership and management of staff and resources</p>	<p>Delete / copy as required</p> <p>Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education</p>

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Opportunities for Leadership	Resource Requirements
<ul style="list-style-type: none"> <li>Champion roles linked to PDR's – Family, Literacy, Numeracy, Outdoor, ASN &amp; ECO</li> <li>Quality Assurance Calendars</li> <li>Parental Involvement</li> <li>Monitoring and Auditing Processes</li> </ul>	<ul style="list-style-type: none"> <li>Time for Allocated tasks</li> </ul>

Professional Learning	Parental Engagement and Involvement
<ul style="list-style-type: none"> <li>Working as a team</li> <li>Self-evaluation</li> <li>Increased knowledge in Quality Assurance Process</li> <li>Increased knowledge in personal continuous professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Questionnaires</li> <li>Stay &amp; Play</li> <li>Curriculum Evenings</li> <li>Parent Group</li> <li>Outings</li> <li>Workshops</li> </ul>

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)
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?
<b>Review of VVA supports learners to feel listened to, included and valued.</b>	<ul style="list-style-type: none"> <li>Parents invited to review VVA</li> <li>Revisit VVA with staff at August in-service day.</li> <li>Invite children to review VVA.</li> <li>Feedback issued to staff, parents and children</li> </ul>	<ul style="list-style-type: none"> <li>Parent glow form</li> <li>Feedback collated.</li> <li>In-service day plan.</li> </ul>	<b>August 24</b> <ul style="list-style-type: none"> <li>Review completed by staff.</li> </ul> <b>September 24</b> <ul style="list-style-type: none"> <li>Review issued to parents and children.</li> </ul> <b>November 24</b> <ul style="list-style-type: none"> <li>Feedback issued to staff, parents and children.</li> </ul>
<b>Curriculum Rationale has been developed to outline our goals, aspirations and vision for the future, ensuring we are meeting the needs of all learners.</b>	<ul style="list-style-type: none"> <li>Consultation with parents and children.</li> <li>Consultation with staff.</li> <li>Children involved in development of visual representation.</li> </ul>	<ul style="list-style-type: none"> <li>Parent glow form.</li> <li>Questionnaires.</li> <li>Feedback.</li> <li>Floor book of progress.</li> </ul>	<b>September 24</b> <ul style="list-style-type: none"> <li>Consultation with staff, parents and children.</li> </ul> <b>November 24</b> <ul style="list-style-type: none"> <li>Creation of visual representation of Curriculum Rationale.</li> </ul> <b>January 25</b> <ul style="list-style-type: none"> <li>Feedback gathered from staff, parents and children.</li> </ul> <b>March 25</b>

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	<ul style="list-style-type: none"> <li>Feedback gathered on visual representation.</li> <li>Final draft ready to be printed on durable banner.</li> </ul>		<ul style="list-style-type: none"> <li>Banner displayed of Curriculum Rationale at entrance to Centre.</li> </ul>
<b>Quality assurance calendars ensure learners are receiving the highest quality of care and learning opportunities.</b>	<ul style="list-style-type: none"> <li>Collegiate Calendar</li> <li>Monitoring Calendar</li> <li>Update 3-year cycle</li> <li>PDR schedule</li> <li>Individual meetings with SMT.</li> <li>Events calendar for staff.</li> </ul>	<ul style="list-style-type: none"> <li>Calendars</li> <li>Meeting notes</li> <li>Evidence folder</li> <li>CIP progress recorded.</li> <li>Self-evaluation evidence folder</li> </ul>	<p><b>August 24</b></p> <ul style="list-style-type: none"> <li>All calendars updated.</li> <li>Events calendar available to staff.</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>PDR's.</li> <li>SMT meetings.</li> </ul>
<b>Monitoring of improvements within the Centre ensure learners are receiving the highest quality of care and opportunities that promote all aspects of their development, learning and wellbeing.</b>	<ul style="list-style-type: none"> <li>Leadership roles will be identified through the PDR process</li> <li>Groups established to support leadership roles and responsibilities allocated to individual staff members.</li> <li>Groups to meet monthly to discuss progress and provide evidence.</li> <li>Group leader will meet with SMT monthly to provide progress update.</li> <li>Groups will provide brief update bi-monthly to staff team at meetings.</li> <li>Learning Walks by SMT.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting minutes recorded.</li> <li>Evidence folder.</li> <li>Blogs.</li> <li>Floor books.</li> </ul>	<p><b>August 24</b></p> <ul style="list-style-type: none"> <li>Leadership roles identified and groups established.</li> </ul> <p><b>September 24</b></p> <ul style="list-style-type: none"> <li>Dates in diary for groups to meet.</li> <li>Dates in diary for SMT update.</li> <li>Update for staff on staff meeting agenda.</li> </ul> <p><b>November 24</b></p> <ul style="list-style-type: none"> <li>Blog of progress uploaded to Website/social media.</li> </ul> <p><b>March 24</b></p> <ul style="list-style-type: none"> <li>Blog of progress uploaded to social media/Website</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>Recording meeting minutes.</li> <li>Evidence collated.</li> <li>Floor book updates.</li> </ul>
<b>Monitoring of the quality of service ensure learners are supported in a high-quality environment with staff who empower them to lead their own learning.</b>	<ul style="list-style-type: none"> <li>Learning walks</li> <li>Support and Challenge groups.</li> <li>Audits monitoring quality of LTA.</li> <li>Monitoring of improvements in Centre.</li> </ul>	<ul style="list-style-type: none"> <li>Audit recording forms.</li> <li>Meeting minutes.</li> <li>Curriculum and tracking processes.</li> <li>SFL paperwork.</li> <li>Self-evaluation.</li> <li>Feedback forms.</li> <li>Parent Questionnaires.</li> <li>Visits from other establishments.</li> </ul>	<p><b>August 24</b></p> <ul style="list-style-type: none"> <li>Learning walks and S &amp; C meetings in diary and recorded on calendars.</li> <li>Audits in diary and monitoring calendar.</li> </ul> <p><b>October 24</b></p> <ul style="list-style-type: none"> <li>Self-evaluation task on CIP.</li> </ul> <p><b>May 24</b></p> <ul style="list-style-type: none"> <li>Self-evaluation on all Centre Improvements (staff)</li> <li>Glow form on CIP (parents).</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>Audits.</li> <li>Curriculum and tracking paperwork.</li> </ul>

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			<ul style="list-style-type: none"> <li>Feedback recorded in floor book.</li> <li>Colleague feedback.</li> </ul>
<p><b>Child passports have been developed, as advised by Care Inspectorate, which reflects the holistic needs of the individual learner ensuring they are supported in all aspects of their development and learning needs.</b></p>	<ul style="list-style-type: none"> <li>Research on current child passports used by other early years establishments.</li> <li>Develop child passport.</li> <li>Consultation with staff on draft passport.</li> <li>All children to have completed passport.</li> <li>Staff to update passport every 6 months and/or when information changes for a child.</li> <li>Staff to ensure any changes to passport are reflected in the child's care plan.</li> </ul>	<ul style="list-style-type: none"> <li>Draft copy.</li> <li>Consultation.</li> <li>Feedback from staff.</li> <li>Questionnaires/feedback from parents.</li> <li>Calendar detailing updates.</li> </ul>	<p><b>August 24</b></p> <ul style="list-style-type: none"> <li>Research completed.</li> <li>Draft copy ready.</li> <li>Consultation completed.</li> </ul> <p><b>September 24</b></p> <ul style="list-style-type: none"> <li>New passport in place for all children.</li> <li>Calendar for updates to be developed.</li> </ul> <p><b>May 24</b></p> <ul style="list-style-type: none"> <li>Glow form for feedback from parents issued.</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>Passports updated every 6 months and/or when a child's information changes.</li> </ul>