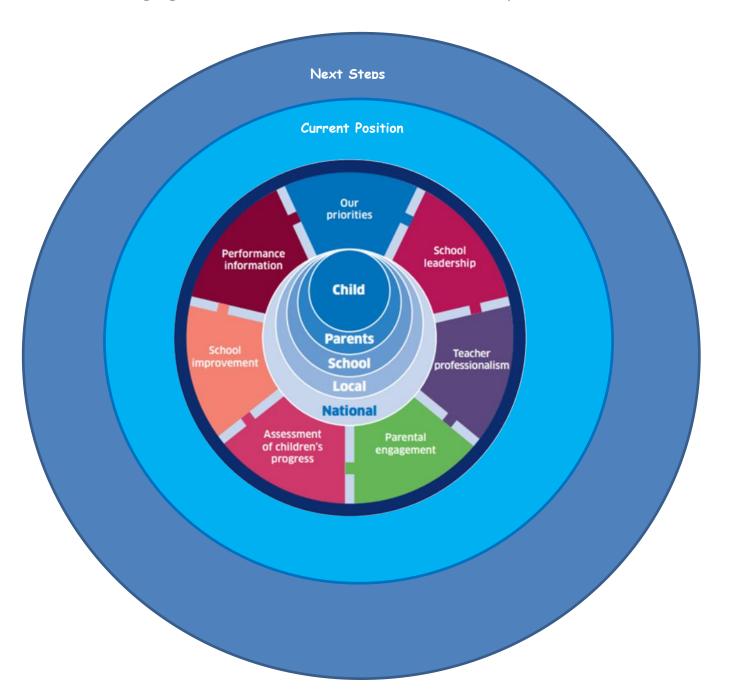
Bathgate Early Years Centre



SCHOOL IMPROVEMENT PLAN

2016-2017

School Engagement with the National Improvement Framework



Factors Influencing the Improvement Plan School factors

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

Local authority factors

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

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

National factors

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

Our School Values, Vision and Aims:

School Vision statement

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

School Values:

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

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

(The European Commission ECEC 2011)

School Aims:

We will:

For all

· Value and respect everyone without discrimination.

For our pupils

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

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

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

Redrafted and agreed with staff November 2015

Strategic Curriculum Plan (Three Years)

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

Priority: RAISING ATTAINMENT ENSURING EQUITY Area for development: - Collaborative approaches to Self-Evaluation for Self Improvement Resources / Costs / Implementation Process (Actions) By whom? Time Scale Monitoring Desired Outcome Training needs by whom? how? Pupils, staff and partners are Devise a planned programme for the cluster August 2016 Cluster CAT sessions teaching and learning community to use more engaged in selfworking party start WL Numeracy HT and senior staff evaluation using HGIOELC to collaborative approaches to evaluate the quality Development Development Updates of development and learning in literacy. support improved outcomes post holder throughout Practitioners through Team for learners in literacy, numeracy, health and wellbeing to include: the year Supply costs to collaborative working and professional numeracy and health and allow for learning based on wellbeing. Assessment and moderation opportunities school rounds. dialogue Analysis of PIPS scores and CEM data observations and improvement Enhanced opportunities for Data analysis planning cycle moderation Cluster staff assessment and moderation Professional dialogue Playroom observation support teachers to make The WL performance National confident judgments about Use of QI Frameworks, GTCS and SSSC team through dialogue Improvement achievement of Curriculum for standards Hub with HTs > Conversations with learners, teachers, Excellence levels in key areas material parents and partners. Evaluation (linked to challenge questions within HGIOS4 / HGIOELC) Evidence (How do we know?) (Why? How? Who? What? When? for gathering planned evidence) • Quantitative data is gathered and analysed. How well is evidence from self-evaluation being used to drive forward change? How well do we involve all stakeholders in self-evaluation activity? • Stakeholders views gathered through surveys, focus groups, ongoing

How effectively do colleagues work together to moderate standards? How do we know that the changes we have made have improved outcomes for learners?

To what extent have we ensured that the learner is at the centre of our SE activity?

- professional dialogue and learning visits.
- Direct observations of practice are focussed on agreed criteria and shared understanding of their purpose. Feedback is summarised to support selfevaluation.
- QI frameworks are used and QIs and challenge questions are selected against which evaluation takes place.
- Assessment data from point of transition from home to nursery, nursery to P1 and also during P1 are consulted to inform judgements and future plans for improving targeted learning for development.

Plan for Additional Tasks

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

BATHGATE EYC - SCHOOL APPENDIX 1 - BATHGATE CLUSTER IMPROVEMENT PLAN 16/17 - RAISING ATTAINMENT SECONDARY DRIVER ACTIONS/ACTIVITIES AIM PRIMARY DRIVER Collaborative working, sharing practice Cluster application to Scottish Attainment Challenge Innovation Variety of pedagogical Appoint a Cluster Numeracy Champion (from secondary) for 1. Steff engagement in professional learning which will include the approaches and effective morning per week and a development post opportunity for a provision of high quality CLPL learning environments are primary teacher: Universal and targeted support employed to effectively meet conducive to high quality to drive forward and ensure a consistent approach to the learning all of the time teaching of maths across the duster. Effective Implementation of Meths Recovery, SEAL, progression Co-ordinate staff training opportunities including the pathways completion of the maths recovery programme and associated SEAL training for appropriate staff across the By 2019 90% of Intelligent analysis of Practice is informed by evidence based research to raise all learners will Develop further our existing Peer Tutoring scheme guantitative and gualitative between 56 pupils and p5-p7 pupils experiencing moderate achieve expected information will inform Effective moderation within schools and across Cluster ensures. numeracy difficulties. planning for learning levels of teacher Judgements of achievement of levels are robust Introduce parental numeracy support sessions to engage progression and attainment within Quality Improvement Approaches the families of pupils identified at both primary and appropriate interventions secondary level Maths/Numeracv Use of primary standardised assessment and teacher judgement including universal and Maths Recovery Training - Equip staff with essential training to targeted support to identify school and learner next steps embed SEAL approaches Develop and/or purchase Maths Recovery resources. Identify Cluster Collaboration time - WSD/INSET Including EY Use of Adaptive Testing scores identify learners requiring Leamers demonstrate a practitioners session to raise awareness of the importance of terreted support Growth Mindset and engaging young children in maths and numeracy in a quality resillent approach which is Culture of high expectation and aspiration for Individuals, class. learning environment. school and Cluster encouraged, promoted and Identify 9 Cluster HT meetings to regularly evaluate progress. supported by all Effective partnership working to further develop all stakeholders stakeholders understanding of Growth Mindset with specific focus on attitude towards maths/numeracy Parents, carers and families Establish a Family Learning Programme to providing parents. engage with their child's carers with information and strategies to support learning at learning and are involved in their learning and Regular opportunities to share learner's progress and next steps development