

Framework for School Improvement Planning 2022/23

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Centre/Establishment	Bearsden Early Years Centre
Head Teacher / Depute Head of Centre	Catriona Smith (Head Teacher) Vacancy (Depute Head of Centre)
Link QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p>Bearsden Early Years Centre opened officially to children in August 2021. Bearsden Early Years Centre is registered to provide early learning and childcare for up to 95 children aged 2-5 years. This is split into 16 2-3 year olds and 79 3-5 year olds. We currently have 118 children on our register.</p> <p>The centre is open 50 weeks of the year from 8am-6pm. We provide quality early learning and childcare for children from the Bearsden and Milngavie locality. We began delivering the 1140 model when we opened in August 2021. In line with the local authority, children are offered five sessions over the week, covered by 1140 funding. Families then have the option to pay for ‘wrap’ care.</p> <p>The centre has been designed to make best use of both indoor and outdoor play, with an internal courtyard that can be used in all weathers. In addition, a covered mezzanine level can be used flexibly with lots of open space and natural light. Children are encouraged to free flow between the indoor and outdoor areas including the garden.</p> <p>The Early Years Centre is overseen by the Headteacher and is closely linked to Bearsden Primary School. There is a Depute Head of Centre, taking care of the day to day running of the centre, supported by two senior early years worker, 1 nursery teacher and 24 Early Years Workers (some who work part-time), and 1 Early Years Support Worker, this equates to 20.83 FTE. We have one full time Clerical assistant, 1 part-time clerical assistant, a Housekeeper and a janitorial assistant.</p> <p>The staff appointed to the centre before we opened have created our vision and aims, building on those from the primary school. Our vision is to create a nurturing environment, which celebrates the important work of children’s play. Providing a high quality, broad and balanced, inclusive curriculum that enables all children to achieve their full potential, building strong foundations of knowledge and understanding, supporting them in making a valuable contribution to society.</p> <p>The values for Bearsden Primary and Early Years Centre are:</p> <ul style="list-style-type: none"> • Respect • Honesty • Fairness

Framework for School Improvement Planning 2022/23

Our aims are to:

- Provide rich learning experiences through a play based curriculum, using both indoors and outdoors, for every child to become a global citizen and develop skills for lifelong learning. (Article 28)
- Create a nurturing environment, which embraces and celebrates diversity, equality and inclusion for all. (Article 3, 8)
- Foster effective partnerships with, and between, staff, children, parents and wider community to ensure high quality interactions and caring relationships. (Article 12, 29)

As we become an established Early Years centre, we plan to revise our vision, values and aims with all stakeholders.

	Looking Forwards – 3 Year Improvement Plan Priorities		
	Bullet point key priorities for the next 3 years		
Session	2022/23	2023/24	2024/25
Priority 1	Environment and Routines that support a quality provision	Rights Respecting Schools Award increasing children’s participation	Rights Respecting Schools Awards increasing children’s participation
Priority 2	Continue to develop family partnerships, specifically focussing on family involvement opportunities.	Family Partnerships	Vision, Values, Aims (now that centre will have been open 3 years)
Priority 3	Learning, teaching and assessment - development of curriculum planning	Curriculum	Curriculum

Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 1	
Centre/Establishment	Bearsden Early Years Centre
Improvement Priority 1	Environment and Routines that support a quality provision
Person(s) Responsible	DHoC, Early Years Teacher, SEYWs

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy.	school improvement curriculum and assessment	QI 1.1 Self evaluation for self improvement QI 1.5 Management of resources to promote equity QI 1.3 Leadership of Change QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements
DHoC/SEYWs- Lead all staff in embedding routines for smooth and safe running of the centre. Ensure the environment is facilitating children’s learning, encouraging independence and choice in activities. EYWs- PDRs linked to leadership roles such as Literacy/ Numeracy Champion. All EYWs to have area of responsibility within EYC to develop	Use of EYC budget to ensure all areas are resourced with equipment (environment audit)
Professional Learning	Parental Engagement and Involvement

Framework for School Improvement Planning 2022/23

<p>Accessing Early Years Training calendar Linking with the Early Level Support Teachers Realising the Ambition- build staff knowledge Linking with other centres, sharing good practice. Professional reading – Threads of thinking, Cathy Nutbrown Provocations for Learning in Early Years Settings, A Practical Guide, Margaret Longstaff</p>	<p>Parent / Carers will be involved in self-evaluation via forms questionnaires. Parent / Carers will be invited to participate in stay and play sessions and feedback on the environment sought.</p>
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Outcomes for learners; targets; % change</p>	<p>Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions</p>	<p>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</p>	<p>What are the key dates for implementation? When will outcomes be measured?</p>	
<p>All staff will be clear on roles and responsibilities within the centre.</p>	<p>Establish leadership roles for developing the environment</p>	<p>All staff will have identified leadership role through PDR process.</p>	<p>By October 2022</p>	
	<p>All staff will have an allocated area of the EYC to develop space and resources. This will change termly as they move areas within the EYC.</p>	<p>Children will be engaged in their learning as monitored through Ferre Laevers. Floorbooks for the area will evidence progression in children’s learning and will be recorded in children’s learning journals. SLT observations- termly Peer observations</p>	<p>By November 2022</p>	
	<p>Routines for the EYC will be established for day to day use</p>	<p>All areas of the EYC will have clear, dated and initialled</p>	<p>October 2022 (updated at staff</p>	

Framework for School Improvement Planning 2022/23

		routines in place for all aspects of the day.	meetings as required)	
	Staff meetings will take place fortnightly to enable clear communications. Dates are agreed in advance by DHoC and EYW to agree calendar for the year.	Minutes of meetings and staff feedback will evidence that staff have clear communication between one another, and the leadership team, leading to a whole team approach. Staff views sought on improvements required will be sought and inform future changes	Ongoing throughout session as laid out in meeting overview	
	Arrange training to meet staff needs	Through PDRs and monitoring from leadership team, opportunities for staff training will be identified	October 2022 January 2023 April 2023	
	Staff knowledge and confidence in using Realising the Ambition to be developed.	Engaging in self evaluation in staff meetings and using this in their planning	Fortnightly staff meetings	
	New staff will have induction and mentoring for initial period of time. DHoC will ensure clear induction pack and identify mentors for new staff.	This will ensure that staff as they join will have a clear understanding of their roles and responsibilities.	November 2022	
	Review roles and responsibilities for all staff to ensure all are clear on this.	SLT monitoring to ensure all routines are being carried out- depending on routines this may be daily, weekly or monthly	Reinforced continually at staff meetings throughout the session	
Learners will experience an inviting environment	Literacy and numeracy audit to ensure the there are opportunities	Audits will be carried out regularly throughout the year to	October 2022 January 202	

Framework for School Improvement Planning 2022/23

that encourages them to make progression across all experiences and outcomes.	for this across all areas of the curriculum.	monitor progress and identify areas for next steps.	April 2023 June 2023	
	Environment audits of all areas of the nursery are carried out by all EYWs, supported by DHoC/ SEYW.	Audits carried out regularly and throughout the year to monitor progress and identify areas for next steps. These should be redone when staff move to a new area of responsibility. This will lead to resources being ordered termly as required and ensure resources are available for children.	Inservice Day 3 October 2022	
	Early Level Support Teachers (ELST) will provide advice and training on environment to allow the EYC staff to make further improvements.	Feedback from ELST will inform where improvements can be made and help develop staff knowledge and confidence in the environment.		
	Training for all EYWs on quality observations. Observation prompts will be provided for each area by the Principal Teacher (PT) and Early Years Teacher (EYT).	Staff observations of the environment and children's interactions lead to improvements in the environment Observation training from Education Scotland	Inservice Day 3 October 2022	
	Training for staff on tracking and monitoring provided by Early Years Professional Learning	DHoC/ SEYW to join this training to lead staff in centre with this.	November 2022	
	Training on provocations and invitations to play given to EYWs from PT/YET. Sharing of good practice will be encouraged through an online folder. PT/EYT	Evidence will be seen in floor books and in children's journals of the improvements to play provocations.	Inservice day 1 and 3 August 2022 October 2022	

	will work alongside staff to model uplevelling provocations.			
	Loose parts play and deconstructed play resources will be sought from parent group and used to enhance the environment in the EYC.	Opportunities for loose parts / deconstructed play will be enhanced.	November 2023	
	Staff training on resetting play opportunities throughout the day will be given by leadership team.	Play provocations will be of a high standard at all points throughout the day. SLT observations as part of the quality assurance calendar, learning journals and floorbooks will all evidence this.	November 2022 (ongoing throughout session)	
	Opportunities to share practice are given to all EYWs- monitoring, staff meetings, visits to other centres.	Play provocations will be of a high standard at all points throughout the day. SLT observations as part of the quality assurance calendar, learning journals and floorbooks will all evidence this.	January 2023 then ongoing throughout session	
	EYWs will have opportunity to share provocations, enhance play invitations together as a team. Each team will be given small budget to buy/ source items for provocation and will set up for other staff.	Using the inservice day, staff will be able to work together to share their learning and build on good practice to further enhance the environment for children.	Inservice Day 4 February 2023	
	Develop children's voice in the planning of the spaces and	Children's voice will be clear in the planning formats, floorbooks		

	resources, involving them in the audit where possible.	and lead to changes in the environment.		
	Children should be enabled to have opportunities for free flow outdoor learning.	SLT observations of routines being adhered to Environment audit	February 2022	

Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 2	
Centre/Establishment	Bearsden Early Years Centre
Improvement Priority 2	Continue to develop family partnerships, specifically focussing on family involvement opportunities.
Person(s) Responsible	DHoC, Senior Early Years Worker (SEYW), EYW Family Champion, EYW Parent Group rep

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Improvement in children and young people's health and wellbeing	parent / carer involvement and engagement	QI 2.5 Family Learning QI 2.7 Partnerships	Improvement in children and young people's mental health and wellbeing

Opportunities for Leadership	Resource Requirements
DHoC- Lead on creation of parents group and related organisation. Senior EY Workers- lead practitioners through organising and overseeing the roll out/ continuation of home learning bags. Family Champion- Support/ sign post parents in challenging situations, supported by the Senior EY Worker. Staff Rep on Parent Group- Alongside DHoC, organise and implement events. Promote these with wider staff team and parents/ carers. Gather stakeholder feedback.	Family Champion Training Triple P Training Additional time off floor to plan for Champion role (monthly) Home learning bags- Books, literacy resources, play along maths resources, wellbeing resources and links to be sourced. £500 to start.
Professional Learning	Parental Engagement and Involvement

Framework for School Improvement Planning 2022/23

<p>Professional reading –Scottish Schools (Parental Involvement) Act 2006. Education Scotland, Engaging Parents and families toolkit. Accessing Early Years training calendar</p>	<p>Parents / Carers to form parent group. Involved in fund raising, centre events. Parents / Carers comments / views to be recorded within parental engagement floor book. Parents /Carers will be encouraged to complete forms questionnaires in order to evaluate (after stay and play, parents meetings, events, fundraisers).</p>
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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
<p>Outcomes for learners; targets; % change</p>	<p>Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions</p>	<p>What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures</p>	<p>What are the key dates for implementation? When will outcomes be measured?</p>	
<p>Children and families to feel nurtured supported and understood.</p>	<p>EYW identified as family champion for training / PPP training. Family Champion to offer PPP tip sessions.</p>	<p>Training questionnaire, measuring impact on Gillian is learning. Amount of families engaging with family champion, PPP sessions, questionnaires to parents to evaluate</p>	<p>Training to be complete by October. Family Champion to begin offering tip sessions after October break on a termly basis.</p>	
<p>Parents / Carers to feel involved in the life of the centre.</p>	<p>Staff representative for parent council. Parents’ group to be established. Parent Council representative sought to join the Parent</p>	<p>Forms questionnaires gauging parent feedback. Minutes from parent group meetings. Observation of events, engagement with events.</p>	<p>Parent group to be established by October break. Programme of events to be scheduled and in place by October.</p>	

	Council within the Primary School. Programme of events including fund raising and learning opportunities to be organised and implemented.		First event taking place after October break. Annual calendar then produced and shared with staff and parents detailing dates.	
	SLT will ensure effective home links through newsletters, emails, Twitter and learning journals.	Parent questionnaires to evaluate communication and identify next steps.	January 2023	
	SLT to develop EYC website for communication with families.	Website to be updated with current information	Ongoing throughout session	
	SLT drop in sessions to be introduced to form relationships with parents	Monitoring of attendance and issues raised. Communications improved through newsletters as a result.	January 2023, monthly thereafter.	
	Literacy, numeracy, health and wellbeing home learning bags will be established by the SEYWs.	Evaluation forms to be completed by families. Parent / child engagement. Children's comments.	Literacy, Numeracy and Health and Wellbeing bags to be in place by August, going home to families in September. Ongoing throughout session.	
	DHoC- organise opportunities for parents to come in the	Evaluation forms to be completed by families.	Calendar of events planned and	

	building to share in their child's learning. Stay and Play, Curriculum sessions, events, fundraisers, parent meetings.	Parent / child engagement. Children's comments.	shared with all stakeholders by August. Events planned for whole session.	
	Review routines for parents coming into centre	Parent engagement- questionnaires Routines ensure that H&S is priority	November 2022	

Framework for School Improvement Planning 2022/23

Section 2: Improvement Priority 3	
Centre/Establishment	Bearsden Early Years Centre
Improvement Priority 3	Learning, teaching and Assessment
Person(s) Responsible	DHoC, YET, SEYWs

NIF Priority	NIF Driver	HGIOS 4 QIs	EDC Service Plan 2021-24
Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children	curriculum and assessment performance information	QI 2.2 Curriculum QI 2.3 Learning, Teaching & Assessment QI 3.2 Raising attainment and achievement	Improvement in attainment in literacy Improvement in attainment in numeracy

Opportunities for Leadership	Resource Requirements
DHoC/EY Teacher- Leading planning, tracking and monitoring with all practitioners EY teacher- Ensuring support /challenge and leading practitioners in their pedagogy. SEYWs- Working alongside all EYWs to support all aspects of learning, teaching and assessment.	Training on play based learning/ role of adult in play. Time allocated weekly for staff support sessions. Time allocated to monitoring and feedback, every 4-6 weeks.
Professional Learning	Parental Engagement and Involvement
Visits to other centres in order to share good practice. Early Years training calendar sourcing training In-service training Professional reading – Early Level play pedagogy toolkit, Education Scotland, Curriculum for Excellence, Realising the Ambition, HGIOELC, Froebel / Reggio / Vygotsky	Forms questionnaires Stay and play sessions Home link bags Home link posts on learning journals / twitter Parents / carers encouraged to use learning journals / twitter to share home learning.

Framework for School Improvement Planning 2022/23

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners; targets; % change	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?	
Staff will deliver high quality practice with effective planning, recording and tracking procedures embedded in practice.	EYT will work with staff to design a planning template that takes account of the children’s interests to be completed daily.	Staff plans will be linked to Realising the Ambition/ CfE outcomes and will have children’s voice embedded. Monitoring by SLT/EYT will ensure that this is evidenced in floorbooks and in the learning journals.	October 2023	
	Current tracking will be reviewed with all staff through staff meetings to ensure it meets the needs of the learners and has clear progression.	All staff using consistent tracking methods and gaps/ areas for development are identified. Meetings with EYT/ EYWs to track children	November 2023	
	Once planning and tracking agreed with all staff, planning support, paperwork and guidance issued and implemented by all staff.	1:1 with all staff and EYT/DHoC to ensure consistency	January 2023	
	SLT & EYT monitoring of quality of planning, recording and tracking, sharing examples of good practice at	Through monitoring of staff/ child interactions, floorbooks, learning journals, PDRs and self-evaluation.	Ongoing throughout session.	

Framework for School Improvement Planning 2022/23

	staff meetings and updating guidance as required.			
	Support for EYWs in planning will be offered through EYT and SLT drop in sessions for planning. Feedback will also be given to staff on their planning.	Staff will feel supported in their knowledge of the curriculum and be able to extend the learning through play opportunities.	Fortnightly check-ins with SLT.	
	Staff will participate in Ferre Laevers training to help them monitor children's engagement in learning.	Children will be observed regularly and improvements made thereafter to engage them further in learning.	January 2023	
	Staff will moderate plans and floorbooks to share understanding on early level. Samples of planners, tracking and floorbooks will be used. Staff will identify opportunities to then extend the children's learning and ensure further progression.	A shared understanding of what Early Level is and how to develop further.	Inservice Day 4 February 2023	
	SLT will evaluate curriculum and develop backdrop plans for literacy, numeracy and HWB.	All children will have a progressive, broad curriculum with experiences and outcomes in early level covered.	January 2023	
Learners will receive individual support to help them make progress across the curriculum.	EYWs will work alongside parents to ensure care plans are in place for all children.	SLT will monitor care plans and ensure these are updated regularly.	Ongoing throughout session	
	EYT will work alongside all staff to identify children for support and challenge. EYT	SLT will monitor this through staff/ child interactions, floorbooks, learning journals,	Ongoing throughout session	

Framework for School Improvement Planning 2022/23

	will also communicate closely with EYWs to ensure that opportunities for support and challenge are incorporated into their daily planning.	tracking and meetings with EYWs.		
	Focus child observations will be introduced on a rolling basis to ensure that all children have observations completed. This will then be used to inform parent-staff meetings to update on progress.	Calendar of focus child observations will be created, ensuring all children have this. Pre-school children should have this twice per year.	November 2022	
	Group time to be introduced to ensure that relationships across the centre are well-established and staff can respond effectively to the needs of the children. Group time to be led by children's interests and tracked by EYWs.	Opportunities to extend the children's learning will be used during group time, with a particular focus on health and wellbeing.	October 2022	
	Identified children with Additional Support Needs will have support plans and wellbeing assessments in place	DHoC/EYT will have overview of children with ASN, ensuring plans and Team Around Child meetings are in place.	November 2022	
Transitions for the pre-school children will ensure children are fully prepared for this.	EYT will identify children who may be deferred entry and meet with parents to discuss this. Baseline assessments will be carried out before meetings	Meetings will be arranged and finalised list of children for pre-school will be created.	November 2022	

	to help inform this decision making for parents.			
	Children who would benefit from an enhanced transition will be identified by DHoC, EYT and Educational Psychologist through PSG. Links will then be made with their primary school to arrange this.	Enhanced transition children identified and contact made with their receiving primary schools.	January 2023	
	EYWs will liaise with parents to identify which school their child will be transitioning with and pass information to EYT/SLT. SLT will make contact with receiving schools to make plans for transition events.	All children will have an opportunity to be part of their school transition programme.	January 2023.	