



Kilbarchan Community Nursery

# Improvement Plan

2024/25

## Planning framework

As part of Children's Services, Kilbarchan Community Nursery has developed this establishment improvement plan which provides a framework for how we intend to achieve Children's Services' vision of *working together to get it right for children, families and communities – Protecting, learning, achieving and nurturing*.

### **National Priorities**

We also have to take account of the Scottish Government's national improvement framework which provides a vision for education in Scotland, namely to:

- 1. place the human rights and needs of every child and young person at the centre of education;**
- 2. improve attainment, particularly in literacy and numeracy;**
- 3. close the attainment gap between the most and least disadvantaged pupils;**
- 4. improve children's health and wellbeing; and**
- 5. improve children and young people's employability skills so that they move into positive and sustained destinations.**

### **Renfrewshire's Education Priorities**

Our priorities will also align with the Renfrewshire Council Plan and Education Improvement Priorities listed on pages 3 and 4.

The priorities and actions within this improvement plan address the needs of our centre/nursery and articulate with local and national priorities.

# Renfrewshire Council Plan Strategic Outcomes

← Cross cutting theme: Improving outcomes for children and families →

We will encourage kind and connected communities—where our citizens take pride in their **place**, attracting others to move here and share in the opportunities Renfrewshire has to offer.

We will support a strong and flexible local **economy**—with Renfrewshire able to adapt after the pandemic, building up resilience to support good green jobs and skills for all local people to enjoy the benefits of both living and working here.

We want Renfrewshire to be a **fair** place—where all our people have the best chances to live happy, healthy and fulfilled lives, to feel safe, supported and empowered to unlock the strength of our collective potential.

We are working towards a **greener** future—taking responsibility for our impact on the planet and taking brave, bold steps to protect the natural environment that supports and benefits us all.

We want our employees to feel proud to work for Renfrewshire Council because we are a **values** driven organisation, where we all understand and value our contributions, and we are passionate about making a difference for Renfrewshire.

## Renfrewshire Council's Values

We are **fair**, we treat each other and everyone we deal with respectfully and work hard to build trust in Renfrewshire Council.

We are **helpful**, we care about getting things right and are always approachable.

We are great **collaborators**; we work as one team and with people who care about this place.

We value **learning** to help us innovate, improve and deliver better services.

## Children's Services Vision

Working together to get it right for children, families and communities – protecting, learning, achieving and nurturing

### Renfrewshire's Education Improvement Plan Priorities

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| <p>Protecting the most vulnerable members of our communities including children and young people who are at risk. Work will progress to ensure Renfrewshire keeps the Promise and delivers improved outcomes for individuals who are care experienced. Where possible children will be kept within their families and priority given to securing provision for kinship care.</p> | <p>Family supports and focussing on early intervention, by equipping parents and carers with the information, skills and support they need to ensure positive outcomes for children and young people in their care, whilst providing opportunities for parents and carers to shape the services that impact them.</p> | <p>Enhancing supports around mental health and wellbeing, including the school-based mental health and wellbeing programme and the Ren10 network of staff and volunteers who provide early help services to those in need.</p> | <p>Enhance learning and teaching, delivering a meaningful, relevant and progressive curriculum that supports a wide range of learner pathways by placing the rights and needs of every child and young person at the centre of education. Efforts will focus on raising attainment while ensuring equity for all. There will be a sustained focus on delivering a curriculum that equips all children and young people to achieve success in life.</p> | <p>Through a shared vision and understanding of inclusion, children and young people will experience inclusive learning experiences and supportive relationships which lead to positive life outcomes</p> |
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## **Our Vision, Values and Aims**

- Provide a flexible, high quality early learning and childcare service to meet the needs of children and their families.
- Create a secure, stimulating, happy and healthy environment, which encourages individuals to reach their full potential.
- Promote children's independence, social skills and learning for life through free play and directed activities.
- Provide a broad and balanced curriculum, which takes account of local and national guidelines and is responsive to children's needs, development, and interests.
- Develop positive partnerships with families and the surrounding community to support children's development and learning.
- Recognise the value of families' input and encourage them to share in their children's learning.
- Promote a welcoming and positive ethos of equality, fairness, and inclusion, which respects and values all children and adults.

**Who did we consult?**

To identify our priorities for improvement, we sought the views of children, parents, carers and staff. We used a variety of methods of getting the views of those who are involved in the life and work of Kilbarchan Community Nursery such as questionnaires, suggestion box, our Facebook group, informal verbal feedback and at meetings.

We have also consulted with our partners across and out with the Council to assist us in the delivery of our priorities and considered feedback from consultations with our partner support officer.

All information gathered is collated and used to assist us to identify next steps and areas for improvement.

**How we will know if we are achieving our aims?**

We will measure and evaluate the progress we are making to achieve the key outcomes set out in this plan. We do this using quality assurance activities that include: Regular discussion with staff, both informally and at planned meetings. Discussion and feedback from parents and staff, parents and trustee meetings held each term as well as through more formal evaluation procedures such as questionnaires. Our self-evaluation programme, where we monitor our service against the quality indicators set out in the documents 'How Good is our Early Learning and Childcare' and 'A Quality Framework for Daycare of Children, Childminding and School-aged Children' also ensures that we continuously monitor our service overall as well as the impact of improvement priorities. Visits from our Renfrewshire Council support officer throughout the year also provides us with valuable feedback on our progress. The Early Level Progression Tool will be used throughout the session to evaluate our progress in maths, literacy and health and wellbeing outcomes.

Each year we also complete a standards and quality report and self-evaluation document which are monitored by Renfrewshire Council Children's Services' staff.

**Improvement Priority 1 – Improve Health and Wellbeing outcomes for all.**

|   |  |  |                             |                                      |                            |                                     |                        |                            |
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| <p><b>HGIOS/HGIOELC QIs</b><br/>         1.1-Self-evaluation for Self-Improvement<br/>         3.1 -Ensuring wellbeing, equality and inclusion.</p> | <p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li><b>Improvement in children's and young people's health and wellbeing</b></li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> <p style="text-align: right;">Highlight as appropriate</p> | <p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>1. Establishment Leadership</td> <td>4. Assessment of Children’s Progress</td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. <b>Establishment Improvement</b></td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table> | 1. Establishment Leadership | 4. Assessment of Children’s Progress | 2. Teacher Professionalism | 5. <b>Establishment Improvement</b> | 3. Parental Engagement | 6. Performance Information |
| 1. Establishment Leadership   | 4. Assessment of Children’s Progress   |  |                             |                                      |                            |                                     |                        |                            |
| 2. Teacher Professionalism  | 5. <b>Establishment Improvement</b>  |  |                             |                                      |                            |                                     |                        |                            |
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| Rationale for change  | Outcome and Expected Impact   | Measures   | Interventions   |
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| <p><i>Where are the barriers identified through analysis of data and self-evaluation information? What is our self-evaluation information telling us? Where are the gaps?</i></p> <p>With the increase of children attending our setting with additional support needs, we want to ensure that we have robust practices in place to ensure that we can fully support our children and their families.</p> <p>Our progression toolkit data shows a drop in percentage in health and wellbeing outcomes compared to this time last year. In June 2023, our data was sitting at 92.31% and in June 2024, we are sitting at 75%. The way the data is calculated has changed to an average percentage so this will affect our figures. Despite this, we feel there is a need for intervention with the rising levels of significant need and we believe that using programmes like RNRA, NVR and the</p> | <p><i>What change do we want to see for learners? By how much? Who are the target group? By when? (timescales can extend beyond 1 academic year if appropriate)</i></p> <p>By June 2025, we aim to have children meeting milestones in health and wellbeing to increase from 75% to 80% across the setting.</p> <p>We hope that by continuing to raise awareness of rights, this will support children when building relationships, making choices and problem solving. We hope that we can equip them with understanding and vocabulary to talk about and manage their feelings.</p> <p>Our data in May 2024 showed a 10% difference between male and female, 72% for female and 82% for male. We will monitor the</p> | <p><i>How will we know the change is an improvement? What information/data will we gather to measure progress and impact?</i></p> <p>Our auditing tools such as our progression toolkit and children’s trackers will show the progression that is being made in relation to health and wellbeing milestones.</p> <p>We will introduce a “RNRA-journey of improvement” PowerPoint presentation which will be a working document from August 2024 to June 2025 which will include feedback from all service users. The core group will evaluate this termly to identify areas of strength and improvement. This will be shared with our service users via the “Family app”, on our</p> | <p><i>What do we plan to do? What evidence informed approaches might be effective? What have others done when facing similar issues in a similar context (collaboration)?</i></p> <p>Victoria (Depute Manager) will lead this priority. A core group will be established consisting of a member of our senior staff team, practitioners and support practitioners. Consultation with staff will take place in August 2024 to determine who is interested in joining the working group.</p> <p>Collate information from RNRA training to ensure a whole team approach. Feedback will determine areas of strength and development, and interventions will be put in place such as in house training opportunities and reading and research time to ensure staff feel confident in their delivery of nurture principle 5.</p> <p>From January 2025, we will introduce the “Famly app” which will provide instant</p> |

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| <p>Circle Framework will help ensure best practice is being delivered across our service.</p> <p>All staff completed a questionnaire at the beginning of this year. The purpose of this was to identify which nurture principle was the most appropriate to take forward within our setting. The results were collated, and our score reflected nurture principle 5 "All behaviour is communication" (<i>Understanding the hidden need behind behaviour and supporting children so that difficult situations may be diffused. Managing behaviour in a non-punitive way and teaching children about emotional regulation</i>). We have identified that we are not yet in a position to apply for RNRA accreditation, however, we want to work collaboratively to ensure we are meeting the nurture principles for our children and families.</p> | <p>progression toolkit throughout 2024-25 academic session to ensure that we are seeing a decrease in gaps.</p> <p>We would like to see an increase in response to our daily check in wall with at least 60% of our children across the setting choosing "happy" as their feeling of the day by January 2025.</p> <p>Our children who have a significant level of need will be discussed through the relevant support networks i.e – LISN and ESRG as early as possible.</p> | <p>parent/carer information wall and on our website.</p> <p>Practitioners will be issued with questionnaires in August, January and June and feedback from these will highlight the progression we are making at various points within the academic year.</p> <p>As part of our monitoring calendar, senior staff will carry out regular playroom observations to ensure that the nurture principles are being implemented effectively.</p> <p>It is anticipated that Children's observations within their profiles and their trackers will show progression in specific milestones relating to health and wellbeing.</p> | <p>communication for parents and carers. We are hopeful that the app will allow us to gather parent/carer views more effectively in regard to all aspects of our service. Despite having many methods of communication in place, this is something we continue to struggle with. As a community nursery, we rely heavily on parents/carers views, and we want to ensure their voices are apparent and recognised within the life of our setting.</p> <p>Victoria (Depute Manager) will continue to attend monthly Locality Inclusion Support Network meetings (LISN) sharing strategies from practitioners and Educational Psychology that can be used to support our children and their families.</p> <p>Victoria (Depute Manager) will continue to attend Pupil Support Coordinator meetings and have regular communication with our Education Officer to ensure we are kept updated regarding ESRG meetings.</p> <p>Danielle (Early Years Practitioner) has expressed an interest in a Trauma Informed Practice module. This will allow us to fully support our children and their families who have experienced such a difficult subject. Danielle will do an input for staff on the October In-service Day.</p> <p>Practitioners will periodically check CPD Manager for RNRA mop up training. This will ensure that we are using the most current documentation and strategies within our setting. All staff have access to</p> |
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|  |  |  | the materials within the RNRA website and can refer to these for guidance. |
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**Priority 2 – Increase attainment in numeracy with a particular focus on shape.**

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| <p><b>HGIOS/HGIOELC Qis</b><br/>2.3- Learning, Teaching and assessment.<br/>3.2- Securing children's progress</p> | <p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>• Placing the human rights and needs of every child and young person at the centre of education</li> <li>• <b>Improvement in attainment, particularly in literacy and numeracy</b></li> <li>• Closing the attainment gap between the most and least disadvantaged children</li> <li>• Improvement in children's and young people's health and wellbeing</li> <li>• Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> | <p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>1. Establishment Leadership</td> <td>4. <b>Assessment of Children's Progress</b></td> </tr> <tr> <td>2. Teacher Professionalism</td> <td>5. Establishment Improvement</td> </tr> <tr> <td>3. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table> | 1. Establishment Leadership | 4. <b>Assessment of Children's Progress</b> | 2. Teacher Professionalism | 5. Establishment Improvement | 3. Parental Engagement | 6. Performance Information |
| 1. Establishment Leadership   | 4. <b>Assessment of Children's Progress</b>   |  |                             |   |                            |                              |                        |                            |
| 2. Teacher Professionalism  | 5. Establishment Improvement  |  |                             |   |                            |                              |                        |                            |
| 3. Parental Engagement  | 6. Performance Information  |  |                             |   |                            |                              |                        |                            |

| Rationale for change  | Outcome and Expected Impact   | Measures  | Interventions  |
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| <p>Our data shows that 31% of our children are demonstrating consistently when identifying the properties of 3D and 2D shapes. This is a significantly low percentage compared to other numeracy milestones.</p> <p>Providing children with exploration of shape helps them create a foundation for future learning and provides them with an advantage in many other areas of learning as well. <i>Shape learning is a significant skill that lends itself to fundamental literacy, math, and science concepts that children will encounter throughout their schooling. Helping a child think and talk about shapes at an early age will have a profound impact on their education in the early years.</i> (<a href="http://www.abseeme.com">www.abseeme.com</a>, June 2024)</p> | <p>By June 2025, we will aim to raise our data from 31% to 40% of children demonstrating consistently in numeracy milestone 7.</p> <p>Practitioners will work collaboratively to enhance our provision to ensure that children have access to shape related experiences across the setting.</p> | <p>Our auditing tools such as our progression toolkit and children's trackers will show the progression that is being made.</p> <p>It is anticipated that children will be using descriptive language across the setting e.g. straight, curved, corner and point.</p> <p>A questionnaire will be issued to all staff to determine confidence and knowledge levels in terms of delivery of shape. This will be in relation to experiences, interactions and spaces.</p> <p>Increased evidence within practitioner reflective diaries will provide focused observations, discussions and shared ideas indicating children's learning through documentation.</p> | <p>Elaine (Senior Early Years Practitioner) will lead this priority along with a practitioner and support practitioner. The core group will meet regularly to discuss the progress we are making.</p> <p>An audit of the environment will highlight resources that we need to purchase in order to enhance our provision, meeting the needs of our children.</p> <p>Practitioners will be allocated time to research documentation to increase their knowledge and upskill.</p> <p>Children's observations will relate to their learning, progress and knowledge of shape.</p> <p>Children will use and discuss 3D objects within their play.</p> <p>Practitioners will work closely with Claire (Early Years Teacher) to ensure the environment is suitably resourced to offer opportunities to extend and scaffold learning.</p> |

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|  |  |  | We will enhance our environmental print across the setting which will create quality discussions. |
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**Improvement Priority 3 – Increase attainment in literacy with a particular focus on writing materials.**

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| <p><b>HGIOS/HGIOELC Qjs</b><br/>2.3- Learning, Teaching and assessment.<br/>3.2- Securing children's progress</p> | <p><b>NIF Priorities</b></p> <ul style="list-style-type: none"> <li>Placing the human rights and needs of every child and young person at the centre of education</li> <li>Improvement in attainment, particularly in literacy and numeracy</li> <li>Closing the attainment gap between the most and least disadvantaged children</li> <li>Improvement in children's and young people's health and wellbeing</li> <li>Improvement in employability skills and sustained, positive school leaver destinations for all young people</li> </ul> | <p><b>NIF Drivers</b></p> <table border="0"> <tr> <td>4. Establishment Leadership</td> <td>4. Assessment of Children's Progress</td> </tr> <tr> <td>5. Teacher Professionalism</td> <td>5. Establishment Improvement</td> </tr> <tr> <td>6. Parental Engagement</td> <td>6. Performance Information</td> </tr> </table> | 4. Establishment Leadership | 4. Assessment of Children's Progress | 5. Teacher Professionalism | 5. Establishment Improvement | 6. Parental Engagement | 6. Performance Information |
| 4. Establishment Leadership   | 4. Assessment of Children's Progress   |   |                             |                                      |                            |                              |                        |                            |
| 5. Teacher Professionalism  | 5. Establishment Improvement   |   |                             |                                      |                            |                              |                        |                            |
| 6. Parental Engagement  | 6. Performance Information   |   |                             |                                      |                            |                              |                        |                            |

| Rationale for change   | Outcome and Expected Impact  | Measures  | Interventions  |
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| <p>Our data shows that 53% of our children are demonstrating consistency, 44% are making progress and 6% are at early stages when using a range of materials in a variety of contexts, both indoors and out and can explain/ demonstrate what their writing means (Milestone 5).</p> <p><i>Fine motor skills – by training small hand muscles, whilst mark-making, the children are developing their fine motor skills, which will process in everyday tasks like writing, buttoning and unbuttoning of clothes and using various utensils. Hand-eye coordination – by creating marks, the children learn to coordinate hand-eye inputs.</i></p> | <p>We will aim to increase this to 65% of children demonstrating consistency by June 2025. We are going to use of implementation of the Talk for Writing programme as our main driver for improvement.</p> <p>Practitioners will work collaboratively to enhance our provision to ensure that children have access to a variety of writing materials and related experiences across the setting.</p> | <p>Our auditing tools such as our progression toolkit and children's trackers will show the progression that is being made.</p> <p>It is anticipated that children will be using writing materials across the settings. This will be evident within observations; wall displays and practitioner reflective diaries.</p> <p>A questionnaire will be issued to all staff to determine confidence and knowledge levels in terms of delivery of provocations and resources. We are aware that our practitioners have varying</p> | <p>An audit of the environment will highlight resources that we need to purchase in order to enhance our provision, meeting the needs of our children. This will ensure that there are a variety of resources for mark making opportunities for our children are not yet showing an interest in pens and pencils.</p> <p>Practitioners will be allocated time to research documentation to increase their knowledge and upskill.</p> <p>Children's observations will relate to their learning, progress and knowledge of mark making and writing.</p> <p>Children will use and discuss writing materials within their play.</p> <p>Practitioners will work closely with Claire (Early Years Teacher) to ensure the</p> |

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| <p><i>These tasks are fundamental to further develop pre-writing skills, reading and motor sports discipline.</i></p> <p><i>Spatial awareness – by mark-making, the children will have more shape, size and proportion recognition.</i></p> <p><a href="https://childcareeducationexpo.co.uk">https://childcareeducationexpo.co.uk</a> October 2024</p> |  | <p>levels of experiences, and we want to ensure that staff are comfortable providing these resources and the purpose of them. This will be in relation to experiences, interactions and spaces.</p> <p>Increased evidence within practitioner reflective diaries will provide focused observations, discussions and shared ideas indicating children’s learning through documentation. This will ensure that children’s voices are evident throughout.</p> | <p>environment is suitably resourced to offer opportunities to extend and scaffold learning. We will enhance our environmental print across the setting which will create quality discussions.</p> <p>The Talk for Writing Programme will continue to be implemented across the setting. This will be led by Danielle and Elaine who both received the practitioner training last year. Danielle has recently started to create a Talk for Writing floor book with the children. We will evaluate this termly against the 7 principles of curriculum design.</p> |
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