



Eastertoun Early Learning and Childcare Centre ACTION PLAN TO DELIVER SIP

2019/20

ABOUT OUR SCHOOL

'Everyone Together at Eastertoun'

Vision, Values & Aims statement:- Our vision is to promote a whole-school working ethos to ensure that all pupils are given the chance to flourish, learn, achieve and develop in a safe and nurturing environment. We are working together to ensure that our children are given the best possible opportunities to develop their full potential whatever they want to be in the future.

Our school **values** are exemplified by our Values Teddies, which were designed by our children:



BILL: Be Inspired Love Learning



CLEO: Care and love for each other



TOBIE: Try our best in everything



RHEA: Responsibility and helping each other

We want the children at Eastertoun to

- *Feel valued, nurtured, safe and secure*
- *Be happy, healthy and resilient*
- *Be literate and numerate*
- *Experience a broad range of high quality learning experiences which challenges and motivates*
- *Fulfil their highest potential*
- *Show respect and care for others*
- *Take an active role in the life of the school and wider community*
- *Understand Armadale's location, culture and history to promote a sense of belonging*
- *Have an understanding and awareness of the wider world*
- *Develop a variety of skills to meet the demands of learning, life and work*
- *Have the confidence, awareness and information needed to help them make positive future life choices*

Context of the school: Eastertoun Primary School is a non-denominational school, which benefits from a mixed catchment area in terms of socio-economic background. The school comprises of 12 primary classes, with specialist staff providing support for learning (SfL), Nurture and Music. The Principal Teacher has responsibility for the establishment and development of the school's Nurture and Raising Attainment (SfL) Strategy. The Early Years and Childcare Centre (EYCC) runs a highly popular breakfast club provision and after Nursery Snack Club. The Depute Headteacher is currently on secondment to an Acting Headteacher post at another school. The Principal Teacher is currently Acting DHT and a classteacher is Acting PT. The school has a long established and fully supportive Parent Staff Council, which is very active in school. The school has excellent relationships with cluster schools, the local community and the local church. The school also has a 32/32 EYCC provision with a separate SEED code. There is a separate Self-Evaluation document for the nursery.

With the expansion in EYCC hours as set out in the Blue Print 2020 document, Eastertoun EYCC will be moving to a model where our setting will increase the entitlement of free hours up to 760 hours, with the EYCC operating full day provision as an option. By 2020 our EYCC will then move to a 50 week provision with the hours rising to 1000 over the year. With the expansion in hours we now benefit from the expertise of our newly appointed Early Learning and Childcare Area Manager, who will work across cluster EYCC settings

a) Data

Our data shows that overall, attainment in literacy and numeracy is good. By the end of their pre-school year, almost all children attain the appropriate CfE levels in listening, talking and reading. In writing almost all children are on target with their learning at early level by the end of their pre-school year. Through rigorous QI suggests there is particular scope to further improve the quality of children's Listening and Talking, with this in mind we have put in place specific proposals to address this. Attainment in numeracy and mathematics is very good. Attainment data shows that almost all children are achieving in line with national expectations by the end of their pre-school year. With a consistent focus on numeracy through planned school improvement priorities children's understanding of number and number processes will continue to be developed, numeracy will become a specific area for leadership and we hope to raise the profile of numeracy within the early years setting.

b) What are our universal priorities and what is our 'gap'? Who are our target groups and their barriers to learning?

A number of our identified children experience gaps due to lack of parental literacy/numeracy, Looked After Children status, ASD, early life experiences and ongoing family issues which have an impact on their aspirations for learning. Our target groups will be for identified children who experience barriers in literacy and numeracy, as well as all identified children requiring support to maintain high levels of attendance. This weekly target group of pupils will be led by our Graduate EYO. The barriers to learning here are varied with no single cause, however confidence, mental wellbeing, significant periods of missed education, focus and concentration and vocabulary are all contributing factors.

c) Summary/overview of proposal & non-negotiable outcomes

Individual targets for children will be set in consultation with parents and monitored on a weekly basis. We further propose to place a high profile on Parental engagement and Family Learning, targeting those families of children in our target group. These targeted interventions will be focussed on improving the attainment in literacy and/or numeracy with identified children. This will involve small group work with specific listening and talking interventions as detailed in the SIP, targeted supports in partnership with practitioners and also additional supports such as life skills and outdoor learning and our Forest Skills Programme, to help them to overcome barriers to learning and raise their aspirations for what they are able to achieve. We expect to see an increase in pupil attainment. We will continue with one PEEP session per week for our nursery children and include a PPP programme in conjunction with partner agencies, with this we expect to see an increase in parental engagement at this level and in the vocabulary development.

Desired outcomes linked to NIF priorities <i>(observable, measurable outcomes which focus on learning, achievement and wellbeing)</i>	HGIOELC QIs	H&S CS	Proposed Actions (Universal / Targeted) Supports for delivery (Cluster/QIP/Authority/RIC)	By Whom	By When	Measures of Success <i>(include performance data, quality indicators and stakeholders' views)</i>
<p>Raising attainment for all:</p> <p>Robust Assessment Data collection and clear planning focus to determine next steps.</p> <p>Collaboration with Primary 1 staff to ensure collegiate planning, assessment and moderation over Early Level. Focus on pedagogy and teacher/practitioner agency using HGIOS 4/ HGIOELC indicators to measure success.</p> <p>Establish clear leadership roles to take forward key initiatives as set out in WLC's Building the Ambition statement: Literacy Numeracy Health and Wellbeing Positive destinations (DYW STEAM)</p> <p>To increase Parental engagement and promote Family Learning.</p>	<p>1.1 3.2 2.3 3.2</p> <p>2.2 2.3</p> <p>1.2 1.3 1.4</p> <p>2.5 2.7</p>		<ul style="list-style-type: none"> • To facilitate collegiate working across early level. • To continue Attainment Meetings • To establish a robust assessment folder which collates evidence, data (Early Years Trackers) and planning. • To continue to share good practice across the Early Years • Leadership of learning: all nursery practitioners identified for key leadership roles, in the key areas of: Literacy, Numeracy, HWB and STEAM. • To increase use of the Outdoor Environment, work over all curricular areas. • To establish a Raising Attainment target group of children. Identified through the Excellence and Equity meetings with specific and individual targets for each child. • Continued collaboration with the Early Years Team on identified future priorities. <p><u>Parental and Family Engagement:</u></p> <ul style="list-style-type: none"> • PEEP: To extend the Box Clever initiative to include parents/carers. • Implement 'Ask Me About' stickers to facilitate dialogue between the pupils and their families. • Continue to use Learner's Journals, Online to share learning. • Implement 'Buttons Jar' parental feedback system. • Greater involvement from Parents/Carers with Story Sacks/ BBR • Increase Parental/Family uptake on Stay and Play Days. (PATPALS) • Sharing of information via Parent Council and invite to join EYCC/School focus groups. • Establish a Parent Volunteer bank. • Implementation of Positive Parenting Programme (PPP) programme • Continue Relax Kids • Parental involvement in Literacy initiatives • Implement Numeracy Sacks • Targeted Group Support • Sharing the Learning Leaflet. • Invite participation to stay for breakfast/snack club 	<p>Pr1 staff DHT</p> <p>EYO</p> <p>ELC Team</p> <p>Parent/ Carers</p> <p>Denise Black (PPP)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>August 19</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Assessment Data Folder clearly identifying pupils not achieving expectations and clear plans in place to support, which can then be used as part of the transition process. • Practitioner Observations note 90% success in raising attainment. • WLC Tracking and Monitoring for EYCC • Excellence and Equity Meetings • Staff PRD Process • QI Data and Assessment folder: Individual Pupil Profiles and action plans • Practitioner self-evaluation through HGIOELCC QI indicators • New pupil personal plans • Forrest Schools Programme indicated greater use of outdoor environment. • 60% engagement of Families with Stay and Play initiative.

<p>Improvement in Literacy for all:</p> <p>*</p>	<p>1.1 1.5 2.2 2.3 2.4 2.5 2.7 3.1 3.2</p>		<p><u>Literacy:</u></p> <ul style="list-style-type: none"> • Literacy Leadership role • Implement literacy group times with the focus on vocabulary enrichment and listening and talking. • To increase attainment in Listening and Talking by introducing identified programmes. • Develop Library to support literacy rich environment • Extend the Buddies programme. • To use Treasure Baskets with a HWB focus at Group Time. • Staff training on Phonological awareness and rhyme. • Involve Scottish Literacy Trust in the development of initiatives • Establish weekly Group Time visits to the local library. • Rhyme: To send weekly traditional rhymes home. • Establish 'Little Tappers' club at Group Times. 	<p>Staff team EYO DHT Buddies</p>	<p>Ongoing from beginning of year</p>	<ul style="list-style-type: none"> • Practitioner Observations • WLC Tracking and Monitoring for EYCC • Quality Improvement Observation monitoring by SLT • Excellence and Equity Meetings • Staff PRD Process • QI Data and Assessment folder: Individual Pupil Profiles and action plans • Practitioner self-evaluation through HGIOELCC QI indicators • New pupil personal plans • Parental feedback indicates high level of engagement and satisfaction with Literacy initiatives.
<p>Improvement in Numeracy for all:</p> <p>*</p>	<p>1.1 1.5 2.2 2.3 2.4 2.5 2.7 3.1 3.2</p>		<p><u>Numeracy</u></p> <ul style="list-style-type: none"> • Using 'Play-Along Maths', establish Numeracy sacks. • Numeracy Leadership role • Staff Training 	<p>Nursery Team EYO DHT</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Practitioner Observations • WLC Tracking and Monitoring for EYCC • Quality Improvement Observation monitoring by SLT • Excellence and Equity Meetings • Staff PRD Process • QI Data and Assessment folder: Individual Pupil Profiles and action plans • Practitioner self-evaluation through HGIOELCC QI indicators • New pupil personal plans
<p>Improvement in all children and young people's wellbeing:</p> <p>*</p>	<p>1.2 1.3 2.2 2.3 2.5 2.7 3.1 3.2</p>		<ul style="list-style-type: none"> • HWB Leadership roles • Outdoor Learning: further extend the Gardening Project engagement with 'Our World Outdoors'. • Further roll out the Relax Kids Programme. • Develop the Nurture Bears initiative and Whole school Nurture approach. <p><u>Parental Engagement and Family Learning:</u></p> <ul style="list-style-type: none"> • Implement WLC Outdoor Learning leaflet • Encourage more parents to attend Stay and Play. • Engage parents with PEEP • Implementation of a Forest Day where all learning happens outside. 	<p>Staff team EYO DHT Dev. Post Holder</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> • Practitioner Observations • WLC Tracking and Monitoring for EYCC • Quality Improvement Observation monitoring by SLT • Excellence and Equity Meetings • Staff PRD Process • QI Data and Assessment folder: Individual Pupil Profiles and action plans • Practitioner self-evaluation through HGIOELCC QI indicators

			<ul style="list-style-type: none"> GIRFEC: Adventure Ted – less prescriptive for parents and only their sheet sent home to avoid parents feeling pressure from what other families have done. 			<ul style="list-style-type: none"> New pupil personal plans Leuven Scale indicates high levels of wellbeing. Participation in Moss area and Dale hub indicates high level of engagement.
<p>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</p> <p>In the context of ELC refer to the benefits of quality learning opportunities indoors and out Dispositions to learning Community links Skills for life/ Skills for work Developing aspirational children and families. Work with schools and colleges to develop employability skills in the ELC workforce in line with 1140 expansion</p>	<p>3.3 2.2 2.3 2.5 2.7 1.2 1.3</p>		<ul style="list-style-type: none"> Establish links with the community to extend outdoor learning. STEAM: Leadership initiative role School Digital Leaders to engage with EYC pupils to support engagement with digital technology. <p><u>Parental Engagement:</u> Increase parental engagement with the Primary App, School Web site</p>	<p>Staff team EYO DHT Dev. Post Holder</p>	<p>Ongoing</p>	<ul style="list-style-type: none"> Practitioner Observations WLC Tracking and Monitoring for EYCC Quality Improvement Observation monitoring by SLT Excellence and Equity Meetings Staff PRD Process QI Data and Assessment folder: Individual Pupil Profiles and action plans Practitioner self-evaluation through HGIOELCC QI indicators New pupil personal plans Analysis of App shows increased levels of family engagement.