



# Torrance Early Years Centre Improvement Plan 2023/2024

Framework for Centre Improvement Planning 2023/2024

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Torrance Early Years Centre
Head Teacher / Head of Centre	Laura Law
Link EY QIO	Kirsty Mahindru

Centre Statement: Vision, Values & Aims and Curriculum Rationale
<p><u>Vision Values and Aims</u></p> <p>At Torrance Early Years Centre our vision is to provide excellence and equity for all by: <b><i>‘Growing to be all we can be.’</i></b>                      Torrance Early Years Centre is committed to our values:  <b><i>Respect, Kindness, Love, Honesty</i></b></p> <p>At Torrance Early Years Centre, we will endeavour to meet the following aims:</p> <ul style="list-style-type: none"> <li>Trust: a safe, trusting learning environment where families, children, staff and other professionals work together to meet the needs of all our children.</li> <li>Opportunities: providing opportunities for children to grow and learn about themselves and the world we live in.</li> <li>Right to play: providing quality-learning experiences, both indoors and out, developing children’s interests and needs.</li> <li>Responsibility: fostering children’s rights and responsibilities for themselves, each other and our environment.</li> <li>Aspirations: Aiming high and empowering our staff and children to reach their full potential.</li> <li>Nurture: creating an ethos in which all staff, families and the wider community are nurtured, respected, valued and empowered.</li> <li>Creativity: celebrating children’s individuality by building on their interests, personalities, talents and abilities.</li> <li>Equality and Equity: ensuring all our children are supported to grow and be all they can be.</li> </ul>

<b>Looking Forwards – 3 Year Improvement Plan Priorities</b>			
Bullet point key priorities for the next 3 years			
<b>Session</b>	<b>2023/2024</b>	<b>2024/2025</b>	<b>2025/2026</b>
<b>Priority 1</b>	Health and wellbeing including nurture: Children Rights, PAtHs, Garden Update.	Health and Wellbeing: sustainability	Health and Wellbeing: sustainability
<b>Priority 2</b>	Learning, Teaching and Assessment: Developing assessment and tracking approaches	Learning, Teaching and Assessment: Learning Journals, planning	Learning, Teaching and Assessment: assessment
<b>Priority 3</b>	Family Engagement: Family Connects, Focus parent groups	STEM	STEM

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Section 2: Improvement Priority 1	
<b>Early Years Centre</b>	Torrance EYC
<b>Improvement Priority 1</b>	Health and wellbeing including nurture: Children Rights, PATHS
<b>Person(s) Responsible</b>	Laura Law (HT) Adele Loughran (DHOC)

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
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> <li>Placing the human rights and needs of every child and young person at the centre of education;</li> </ul>	Teacher and Practitioner professionalism School and ELC leadership Choose an item.	QI 3.1 Ensuring wellbeing, equality & inclusion QI 2.6 Transitions Choose an item.	1.1nurturing care and support 1.5 effective transitions Choose an item.	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
Opportunities for Leadership			Resource Requirements	
UNCRC- Champion Role Leading PATHS sessions Outdoor champion role			UNCRC/RRS Silver Award Course	
Professional Learning			Parental Engagement and Involvement	
Learning from peers on PATHS PATHS Training Opportunities UNCRC Training Opportunities Outdoor champion training.			Stay and Play PATHS sessions Information evening with a focus on Children’s Rights Newsletter/ Learning Journal updates on children’s rights. Family volunteers to support with garden development.	

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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?	
Children will learn about and through their rights and have an increasing awareness of Children’s Rights and how this impacts their life.	UNCRC Training: Silver award UNCRC champion role (Senior) EDC training/WOSDEC training Staff development through planning meetings	Staff confidence survey September 2022, May 2023, January 2024. Children and staff self-evaluation Reference to UNCRC articles in planning/wall displays.	Children/staff self-evaluation Oct 23 Staff confidence survey January 2024 Environment observations through monitoring calendar Oct 23 and March 24	
Children will benefit from enhanced nurturing support and additional nurturing spaces including outdoors.	Staff to attend nurture training Staff to enhance nurture. approaches including additional calm areas in the centre. Staff to complete PDSA to ensure improvements are documented and lead to positive impact on children.	PDSA evaluation to measure impact.	April 2024	
Children will have opportunities to engage in all curricular areas through high quality outdoor provision.	Outdoor champion (Gillian) to attend EDC outdoor training. Champion to use PDSA approach to ensure developments lead to positive impact on children and the environment.	PDSA evaluation to measure impact. Time sample observations of areas.	September 2023, March 2024.	
Children will learn about transitions and develop social skills through PATHS approach.	PATHS training to be attended by identified EYW. Groups of pre-school children to attend PATHS session with NT, DHOC and Senior. EYW to observe delivery of sessions.	Pre/Post wellbeing observations on children using Ferre Laevers scale.	September 2023, April 2024.	

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Section 2: Improvement Priority 2				
<b>Early Years Centre</b>	<b>Torrance EYC</b>			
<b>Improvement Priority 2</b>	Learning, Teaching and Assessment: Developing assessment and tracking approaches			
<b>Person(s) Responsible</b>	Laura Law (HT) Adele Loughran (DHOC)			
<b>NIF Priority</b>	<b>NIF Driver</b>	<b>HGIOELC QIs</b>	<b>CI quality Framework QIs</b>	<b>EDC Service Plan 2023-2026</b>
Delete / copy as required  • Improvement in attainment, particularly in Literacy and Numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people	Delete / copy as required  Curriculum and assessment Choose an item. Choose an item.	Delete / copy as required  QI 2.3 Learning, Teaching & Assessment QI 3.2 Ensuring children's progress Choose an item.	Delete/copy as required  1.3 play and learning 3.2 leadership of play and learning Choose an item.	Delete / copy as required  Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Choose an item.

<b>Opportunities for Leadership</b>	<b>Resource Requirements</b>
Keyworkers to complete initial assessments for key children.	Initial Assessment (3x a year.) Tracking Spreadsheet Holistic Tracker
<b>Professional Learning</b>	<b>Parental Engagement and Involvement</b>
Tracking and Assessment training opportunities Inservice day training on initial assessments.	Learning journals, wall displays, floor books and Twitter.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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?	
Children will make progress in learning through close observations and tracking.	EDC training for EYWs on tracking to support with knowledge of tracking using Curriculum for Excellence bench marks. Familiarisation with electronic tracking format. Monthly tracking meetings with EYW/NT.	Clear tracking of pupils' progress across literacy and numeracy. Self-evaluation. Tracking meetings.	Oct 23, Jan 24, April 24.	
Staff to complete initial assessments for all children.	DHofC/NT to audit current assessments, look outwards to other centres and develop TEYC assessments. In-house training for all staff on initial assessments to identify gaps in learning.	Staff confidence in understanding initial assessments and purpose in securing children's progress. Self-evaluation. Tracking meetings – progress in learning.	Aug – Oct 23 to develop assessments. Staff training Oct 23. Implement Oct – March 23.	
Children will benefit from targeted interventions through information collated in holistic tracker.	Staff offered opportunities alongside DHoC to input in the holistic tracker for their key group.	Staff aware of all key children's wellbeing to ensure we are getting it right for every child. Interventions monitored and revised in light of tracking information.	Termly.	
Staff will increase confidence and curricular knowledge through trio meetings.	Termly meetings arranged by DHofC to allow information sharing between champions.	Pre and post feedback from staff on how trio meetings have benefited them.	Termly.	

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Section 2: Improvement Priority 3	
<b>Early Years Centre</b>	<b>Torrance EYC</b>
<b>Improvement Priority 3</b>	Family Engagement: Family Connects, Focus parent groups
<b>Person(s) Responsible</b>	Laura Law (HT) Adele Loughran (DHOC)

NIF Priority	NIF Driver	HGIOELC QIs	CI quality Framework QIs	EDC Service Plan 2023-2026
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> Choose an item. Choose an item.	School and ELC leadership Parent/carer involvement and engagement Choose an item.	QI 2.5 Family Learning Choose an item. Choose an item.	1.4 Family engagement Choose an item. Choose an item.	Improvement in children and young people's mental health and wellbeing Choose an item. Choose an item.

Opportunities for Leadership	Resource Requirements
Family Champion Family Connects Leader Triple P Leading workshops.	Family connects book and handouts.
Professional Learning	Parental Engagement and Involvement
Family Champion Family Connects Training	Family Connects workshops Triple P Workshops Tea, Toast and Talk sessions Stay and Play Parental Volunteers Curriculum Evening Parent meetings.



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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
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?	
Families will benefit from Family Connects Programme, to increase understanding of curriculum and how to support learning development at home.	Staff to take up leadership area on family connects. Staff member to attend family connects training. Family Connections sessions to be implemented.	Implementation of one pilot group with pre and post surveys completed by parents and EYW.	Training September 23. Implement pilot group October – December 2023.	
Families will benefit from targeted group sessions to increase parent knowledge in areas such as sleep routines, eating, temper tantrums in line with Triple P Programme.	Senior continue triple P workshop opportunities for parents to attend. Staff to attend Supporting Families CLPL. Staff to raise awareness of external parental support networks with families.	Parental Feedback after attending workshop. Parental questionnaire regarding involvement in EYC.	Aug – Dec 2023.	
Parents will increase understanding of their child's day through Stay and Play Sessions.	Provide parents opportunities to stay and play with their child in the EYC.	Parental Feedback after attending. Parental questionnaire regarding involvement in EYC.	Termly.	
Parents will benefit from increased community links and relationships through Tea, Toast and Talk.	Senior to offer termly sessions for Tea, Toast and Talk.		Termly.	
Parents will increase their understanding of the early level curriculum through Curricular Evenings.	DHofC/Senior/NT/EYW champion roles offer a curricular evening for parents to attend to gain information on the EYC.		September 2023.	
Parents will work as partners to ensure we are meeting the needs of all children through Keyworker Meetings.	Pre-school children will have 2 keyworker meetings and Ante-pre children have 1 meeting.		Pre-school Oct 23, March 24. Ante-pre Feb 24.	

**East Dunbartonshire: Education Service**  
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