

Buckstone Early Learning Centre Improvement Plan 2024-2025 – Parent and Carer version

Head Teacher	Caroline Ashbrook
Link QIEO	Euan Alexander

School Statement: Vision, Values & Aims, Curriculum Rationale

Our vision for Buckstone ELC and Primary School is
'An inspirational, challenging and creative learning community where everyone is welcoming, supportive and encouraging'.

*Our motto is
'RRS Leads to success'*

We have identified that our curriculum rationale and refresh our vision, values and aims to include a greater focus on Children's Rights.



Year 1 of our 3 Year School Plans for Improvement

All Early Learning Centres in Scotland self-asses and plan improvements using different quality indicators from [Education Scotland's 'How Good is our Early Learning and Childcare \(HGIOURS\)](#) and also the [Care Inspectorate's 'A quality framework for daycare of children, childminding and school-aged childcare'](#) that we plan and assess against. You will see these below in Year 1 of our 3 year plan. Our full ELC improvement plan can be found here: [Documents and Policies - Buckstone Primary School](#)

HGIOURS Quality Indicator	2024-2025
1.3 Leadership of Change	<p>Places, spaces and interactions: Environmental (places/spaces) review:</p> <p>Develop consistent high quality learning experiences across the playroom and outdoors with a focus on pace and challenge. The aim is for this to lead to:</p> <ul style="list-style-type: none"> • a positive impact on our provision • our practitioners' being able to more easily respond to and develop children's interests and progress in learning, • improving the environment for staff, parents and pupils along with visiting staff and specialists. <p>Introduction of schemas and impact of this on learners' growth and development and on environmental resources, with a consideration of pace and challenge.</p> <p>Evaluate Parental involvement and engagement, working with ELC families and Parent Council and plan next steps from this.</p>
2.3 Learning, teaching and assessment	<p>Pace and Challenge:</p> <ul style="list-style-type: none"> - Continue to develop our teaching and learning approaches to ensure appropriate pace and challenge for all learners is embedded through places, spaces and interactions with consideration for: <ul style="list-style-type: none"> - Maths provision - Literacy provision - Digital provision - Learning environment provision - Pupil voice and choice - share effective/most impactful approaches and resources for pace and challenge - Agree on key consistent approaches for Buckstone, ELC with staff also having flexibility to use other approaches and include this in a draft learning and teaching policy.

<p>3.1 <u>Ensuring wellbeing, equality and inclusion</u></p>	<p>Wellbeing, Equality and Inclusion:</p> <ul style="list-style-type: none"> - Achieve the UNCRC Gold Award: <ul style="list-style-type: none"> - Ensure the children, parents and staff know their key rights, focusing on: <ul style="list-style-type: none"> o Article 12 You have the right to an opinion and for it to be listened to and taken seriously. o Article 29: You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment o Article 30 If you come from a minority group, because of your race, religion or language, you have the right to enjoy your own culture, practise your own religion, and use your own language o Article 31 You have the right to play and relax by doing things like sports, music and drama. <p>-All staff engage in regular professional learning to ensure they are fully up-to-date with local, national and, where appropriate, international legislation affecting the rights, wellbeing and inclusion of all children and young people, with a particular focus on: -LGBTQ+ training by Education Scotland. -Care Experienced children professional development delivered by Edinburgh's Psychological services to our learning Community of ELCs and schools (Canaan Lane, South Morningside primary, Bruntsfield Primary)</p> <p>-Review of how Buckstone's ELC outdoor spaces are used effectively to promote positive relationships, wellbeing and high quality learning through play.</p> <p>-Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about. Review of approaches to well-being equality and inclusion with a view to identifying highly effective practice and next steps</p>
<p>3.2 <u>Securing children's progress</u></p>	<p>Raising Attainment and Achievement:</p> <p>-Effective monitoring and tracking using DMLOs and CfE ensuring meeting the needs of all learners and equity for all learners. Introduction of new City of Edinburgh pupil Tracking system.</p> <p>-Develop using the 'capturing and monitoring of children's progress' consistently over time, including observations, monitoring and tracking and reporting. Create draft policy/framework for Buckstone and share this with families.</p>
<p>Additional Qis 2.7 <u>Partnerships</u></p>	<p>2.7 Partnerships</p> <p>Review: How well do we ensure all young children contribute to the life of the setting? What strategies are used?</p> <p>-Partnership work with families, staff, pupils, our learning community schools (Canaan Lane, South Morningside Primary, Brunstfield Primary and Boroughmuir High School), our Parent Council, the local community, third sector, public sector and business organisations, is based on mutual trust and respect. The aim is to : <i>"capture the setting's success in developing and maintaining strong partnership approaches which improve outcomes for babies, toddlers and young children. These partnerships also contribute to the continued improvement of the setting and community."</i> <u>How good is our early learning and childcare?</u></p> <p>- Staff support parents/carers to actively engage in their children's learning, attainment and achievement</p>

