

Key priority	Key Priority Objective	Reason	What's involved
Assessment	<b>To develop assessment systems and practices across the centre to support children's progress.</b>	<p>New assessment guidance from WG and new assessment arrangements for funded non maintained nurseries. A need to change our practices and procedures following SE processes as old developmental tracker still in use and not fit for purpose as does not align with our curriculum. Curriculum / assessment for daycare to be reviewed in line with new Welsh Government documentation <a href="#">Early childhood Play Learning and Care</a>.</p> <p><b>Evidence</b> Language data Learning Journal scrutiny Intervention monitoring Pupil review meetings Wellbeing and involvement screening dialogue Staff meetings - prof dialogue</p>	<p>Review of observation and assessment practices Developing procedures for initial assessment linked to WG guidance and in collaboration with cluster and cardiff nursery schools. Review and develop formative assessment arrangements to ensure progress in knowledge, skills and understanding is clear and supports future learning. Review and development of summative assessment to reflect our curriculum and any new processes. Networking re assessment and curriculum design Regular prof dialogue amongst team and with other colleagues particularly other settings with whom we 'share' children. Prof development use of modules on hwb Good practice visits Training on observation via SLT and Froebel Trust free resources ALN action plan to include tracking of interventions and ALN progress to support child development Consider targets for children who are not considered to have an ALN but require some support similar to an old play plan - due to limited progress for some children with developmental delay in the previous year. Re-introduce ICAN language scales to screen all children to support pupil progress in receptive language, spoken language, speech sounds and social language.</p>
Curriculum / Teaching and Learning	<b>To develop and refine our curriculum ensuring our pedagogical approach across the centre reflects recent professional research and training.</b>	<p>To build on training and development of 2022-23 and ensure professional researches being used to inform curriculum, provision and pedagogy. Evaluation of Centre curriculum showing it's not fully fit for purpose (though many elements will remain) and needs refining to meet the Centre ethos and come inline with recent research. Curriculum for Ely and Caerau Children's Centre to be renewed in light of the evaluation processes and to continually be evaluated. RSE collaboration work required with the three nursery schools to write an appropriate RSE policy.</p>	<p>Cross curricular skills action planning RRS action plan RSE review / plan Curriculum development review to continue - collaboration work on curriculum development Planning review Regular review meetings Curriculum development working party Froebel training and visits to settings Froebel research project Start with audit and review of current practice (diversity). Rights respecting school to be re-visited and re-launched Curriculum and assessment policies to be renewed Use of Froebel self evaluation tool throughout the year</p>

		<p>Limited work has taken place on diversity and equity. No staff trained in DARPL. Reflected during Froebel element 6 training.</p> <p>Further roll out of Froebel training to more staff (nurseries and daycare) to support the vision, ethos and centre curriculum</p> <p><b>Evidence</b>  Curriculum review meetings  Professional development feedback forms  Professional dialogue meetings  Curriculum planning and review meetings  Vision and values inset days and follow up  Curriculum review committee feedback</p>	
Community Focussed Schools	<p><b>To further develop our community links to offer a variety of inclusive groups and a support network for our local area</b></p>	<p>Build on the excellent community offer by working more closely with other community projects to support parent and child wellbeing..</p> <p>Parent and community questionnaires show that families feel unsafe in the community and there is a sense of fear and isolation particularly following the Ely disturbances and death of two young boys. Parents are particularly keen to develop safe spaces for outdoor play - work with Save the Children project on this - Ehangu project.</p> <p>Further develop the Centre as an integrated service with staff working across teams where appropriate to provide the highest quality holistic support for children and families.</p> <p>To further engage nursery / meithrin parents in the community offer to support parental understanding of child development and learning.</p> <p>There is a need to develop a shared vision for relationship building and behaviour across the centre - restorative approaches</p>	<p>Ensure our community offer aligns with CFS guidance</p> <p>Ehangu Project to continue with the many community providers and 3rd sector</p> <p>Wellbeing and involvement screening</p> <p>Funded projects with families</p> <p>Restorative approaches training</p> <p>Further develop workshops for parents to help them to support their children eg, schemas, child development, early language development</p> <p>Forest school and beach school to be consistent throughout the centre to support child wellbeing / belonging / confidence</p> <p>Continue to develop groups to support maternal and paternal mental health - linked to continued involvement in funded Ehangu project and linked with our partners in parenting psychology led service</p> <p>Training in restorative approaches to support behaviour and emotional wellbeing of children and staff and to support relationship building across teams</p> <p>The Centre to be involved in community steering group following the Ely disturbances</p>

		<b>Evidence</b> Ehangu project surveys Community group surveys Community group registers Funded project outcomes CIP review of partner services Staff surveys	
Leadership and development	<b>To develop leadership at all levels across the Centre and ensure services are integrated to meet the needs of children and families.</b>	New leadership team (3 out of 6 new members)  New team managers within the centre partners.  Many new Governors - a need to establish a secure and knowledgeable GB  Teacher's to be supported to lead on and develop responsibilities across the curriculum and across the nursery classes.  Leadership roles to be clearly defined.  Work to take place on relationship building across teams  <b>Evidence</b> New SLT Staff survey Staff - SLT discussions Performance management	Regular and tight schedules for SMT meetings (larger SMT with centre partners and smaller SLT). Regular meetings with Daycare manager to support consistency throughout the centre and keep communication channels open. Continue with the Governors SER as a priority and further develop governor engagement. More regular feedback from nursery staff at governors meetings. More regular and consistent governors committee meetings. Restorative training.

