

Context / Key Resilience Issue linked to our Improvement Plan.
Priority 1 The role of the Lead Graduate Practitioner Post will impact on making improvements in attainment, in particular literacy and numeracy, for 80% of our children by June 2020.
Priority 2 Building our capacity to apply nurture as a Whole School Approach will positively impact on all our children by June 2020 (100%).

Experiences & opportunities that link in with Community Resilience.

Play on Pedals promotes good physical and mental health for our children. It brings a sense of wellbeing and achievement. It encourages a “can do” attitude and approach, which builds resilience through perseverance and a sense of achievement. It builds in safety, with children learning aspects of road safety, keeping themselves safe and also knowing about protective equipment, such as wearing cycle helmets. As a result of the programme some parents have purchased bikes more suitable for their children and been more involved in the life of the Centre.

Outdoor play, loose parts, mud kitchen, digging area and so on. Children are encouraged to be outdoors on a daily basis in all weathers and to take advantage of the ever changing climate. Outdoor learning is not an add-on but an extension of the playroom. Children learn to embrace the weather and all the learning that comes from being outdoors, and the health and learning benefits of fresh air and the ever changing landscape. The role of the Lead Graduate has some protected time to ensure children’s opportunities and experiences are of a high quality and impact on learning. This is raising attainment and building on the quality experiences children have. The nurturing ethos and sense of community with the life of the Centre will empower parents and carers to build resilience and know who and where to turn to for help when required.

We have fostered good relationships with our local schools, in particular our local primary where there is an effective buddy programme. Our local secondary schools have a partnership with us, with pupils on placement at nursery and an ongoing science project between nursery and high school.

We have an excellent relationship with the Salvation Army next door to us. They provide us with food parcels for our families who are in need, and they also provide gifts at Christmas time to our children and families. We also refer families to their café and clubs. We sing for the pensioners’ club. We have an intergenerational project running with a local care home. We run Play on Pedal sessions throughout the year to support Health and Wellbeing. Our Book Bug sessions run in nursery are open to the general public. Our Health Visitors refer families to our service and promote us in the local community. As part of our Eco work we have now bought 7 dogs for the deaf by recycling stamps. We run our own small food and clothing bank. We have many partnerships referred to in our unfolding story section, but one of our most recent is with the Recovery Café in a local church that some of our families are now accessing for support, friendship, rehabilitation and advice. STEM project with the local high school, giving our children an opportunity to be in a science lab as well as other aspects of STEM. Recently, FoodShare and sanitary products will be available.

Kildrum Family Learning Centre



Kildrum Family Learning Centre

Self Evaluation / Key QIs

- 1.3 Leadership of Change
- 2.1 Safeguarding and Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching and assessment
- 2.4 Personalised support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships
- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Securing children’s progress

Planning – The Lead Graduate (LG) will positively impact on 100% of our children’s progress. The LG will support staff in the implementation of a high quality early years curriculum for all children in accordance with relevant national and local guidelines. The LG will support 100% of staff in supporting the authority to close the attainment gap by providing intensive targeted support/early intervention to children living in the lowest SIMD.

100% of nurture questionnaires will be completed by staff and a small sample of parental questionnaires by Nov 2018. 100% of staff will be trained using the Nurture Tool Kit by June 2019 led by the Ed Psych. Input from LAC young adults’ discussion on their journey, looking at the impact on ACE’s but what made them resilient. 100% of staff to be trained in the Resilience Tool Kit by 2020. Staff to be more aware of how our improvement priorities build Community Resilience and how we can actioned in our local community.

The Unfolding Story

Within the FLC we considered ourselves to be building resilience in children through some of our health and well-being. What we didn’t consider was the concept of Community Resilience.

This was discussed with the parents’ group and hopefully encourages our community to know where to go for support. A Community Resilience wall has been developed at the entrance to nursery. It is developing as more links are forged. Some partner agencies are looking at it and asking for screenshots to access information. Wild Ways Well Walking group, partnership, CLAD & Conservation Volunteers, getting children and families into green spaces for mental well-being. Dads’ group for lone parent fathers. Various Food Banks in community. SP Energy networks have been in and had parents sign up to some of their services. Priority Services Register to those who experience a power cut for those with children under 5 and many more services provided including benefits check. Encouraging parents to attend the 365 Club to provide children with meals during the holiday periods. 7th Eco flag has been awarded for sustainability. Fire safety check programme run in conjunction with local Fire Brigade during nursery home visits. Risky Play & Fire Pit training workshops for children & parents. Solihull Approach training offering opportunities to build resilience in children and families. Intergenerational projects with local care homes. Nurture work has impacted on staff being more informed and understanding of individual family’s situations and circumstances. As we move forward we aim to develop a Community Resilience leaflet that will be broken into sections where anyone looking for support of different types can look. This would be for example, where a family might be looking for things to do with their children in the community, or looking to where the foodbanks are in the area. Where parents can go if they have a child with additional support needs or if they require a benefit check.

2.7 – There are very effective areas of partnerships working with parents/carers, where family engagement is impacting on children’s development and learning. Evaluations from workshops demonstrate that parents feel empowered knowing they are making a difference to their children’s development and progress. All partnerships enhance positive outcomes for children and families. Children’s individual interests are recognised and nurtured. 3.1 All relationships are truly valued with children, families, partner organisations and the wider community. GIRFEC underpins everything that we do supporting all children and families in securing better outcomes for themselves. We value diversity and support those facing challenges, those with additional support needs and looked after families.