



Cairns Early Childhood Centre Improvement Plan 2024/25



Centre Improvement Plan	Cairns Early Childhood Centre
Head of Centre (temp)	Mrs Laura Campbell
Date Submitted	Submitted to Chief Education Officer on: 24 th June 2024

<p>School / Centre Vision and Values</p>	<p><u>Our vision</u> Our vision for Cairns ECC is for our children to grow up safe, cared for and respected. Our children and families will experience a warm, welcoming approach with nurture at the forefront of our ethos. We will ensure our children are supported to reach their full potential through collaborative working with our families and our partner agencies. Inclusivity is promoted by putting the child and their family at the centre, and by having relationships at the heart of everything we do, we build knowledge of our children and families' individual circumstances, allowing us to plan to meet their individual needs in a way that is right for them. Children are respected through their rights to be safe, to be cared for and to play, all facilitated to their right to an education which is right for them.</p> <p><u>Our values</u> As a staff team we uphold the values of TEAM CAIRNS: Trust, Empathy, Approachable, Mindful, Caring, Achieving, Inclusive, Respectful, Nurturing, Safe</p> <p><u>Our aims</u> At Cairns ECC we will fulfil our vision statement through the following aims:</p> <ul style="list-style-type: none"> • Ensure all children feel safe, welcomed and cared for throughout their time at Cairns ECC • Provide a fully inclusive, welcoming environment which is nurturing, stimulating and accessible to all, promoting high quality learning experiences both indoors and outdoors • Build positive, respectful relationships and work collaboratively with children, families and the wider community in order to improve outcomes for all • Provide stimulating and challenging learning experiences which will support children's learning and development in a way that is right for their individual needs and circumstances • Uphold children's rights and support children and their families to understand what this means for them
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In line with the Standards in Scotland's Schools etc. Act 2000 (amended 2016), the following checklist is designed to assist Heads of establishment with whole school/centre improvement planning that fulfils statutory duties in accordance with the Act. This must be completed prior to submission.

Consultation on improvement plan includes the following stakeholders:	Completed
Children and Young People	√
Parent Council and Forum	√
Teachers, practitioners and ALL school/centre staff	√
Volunteers / Community partners	√
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	√

Content of plan	Completed
Takes account of strategic priorities outlined in the education authority's Annual Plan.	√
Takes account of the strategy for parental involvement under section 2 (4A)	√
An audience-friendly summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	√
Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff	NA
Scottish Government Tackling Bureaucracy working group recommendations have been considered when planning for improvement and in the improvement activities specified	√

HGIOS 4 and HGIOELC are used as the frameworks to inform the content of CIPs	√
There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage.	√

Head Teacher / Head of Centre Signature:

A. Campbell

Pupil and parental strategic involvement

<p><i>For session 2024-5, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre</i></p>	<p><i>For session 2024-5, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<ul style="list-style-type: none"> • Children are consulted on every aspect of their learning within the Early Childhood Centre through embedding a rights-based approach • A total communication approach is embedded within our ECC, allowing us to gather the views of children through our observations of their actions and emotions, further supported by visuals, Makaton, BSL, different technology and their spoken words • Observations of children allow us to plan and be responsive to their individual needs, interests and prior learning • Children have regular opportunities to contribute, plan and evaluate their learning through the use of their individual Learning Journals, selecting their own work and photos to upload and share with their families • Children will be involved in evaluating the ECC to ensure we're getting it right for every child 	<ul style="list-style-type: none"> • Parent and carer views and opinions will continue to be highly valued and respected • Regular consultation and feedback will be sought in order to inform our improvement priorities • Enrolment events, Personal Plan meeting and progress meetings will ensure parents and carers are fully involved in how the ECC will meet their child's individual needs • Termly parent/carer committee meetings will continue to be held where they will have the opportunity to be involved in planning events within the ECC • Family learning opportunities will continue to be provided through the consultation of parents and carers on what they feel would be beneficial to them • Throughout the academic session, feedback will be sought on events, meetings, stay and plays, and the daily running of the Centre to support self-evaluation and improvement

<p>Improvement Priorities Support staff professional development to improve experiences and outcomes for children</p>	<p>Education Service Improvement Plan 1: Our Leadership</p> <p>We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders of their learning in our centres, schools and wider life experiences. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Through Leadership Roles, staff have identified key areas of the curriculum and improvement plan to develop within the setting. To empower them to lead these areas effectively, staff will be supported to attend training which will build on their knowledge and skills, whilst inspiring creativity, confidence and passion in supporting children’s learning and development. Staff will make use of environmental audit tools and build on the work already undertaken to enhance the quality of environment. Staff will become confident using UNCRC within all the work we do with children through the introduction of the ECO/Rights Committee, working towards our RRSA Bronze award. 	Head of Centre Leadership Team ECO/Rights Committee Practitioners	June 25
<ul style="list-style-type: none"> Through FACE reviews, most staff have identified Makaton training as a key skill they wish to achieve. A full centre approach to using Makaton will be supported through role-modelling from Makaton trained staff, with a view to accessing Makaton training to at least level 2 for all staff who do not currently have this. 	Head of Centre Communication Champions	Jun 25
<ul style="list-style-type: none"> All staff will have an understanding of pedagogical leadership, supported through the Education Scotland resource “Pedagogical Leadership in Early Learning and Childcare”. This will ensure children are supported to be leaders of their own learning through play pedagogy, facilitated by staff who are confident in delivering learning experiences through pedagogical leadership. 	Head of Centre Leadership Team Practitioners	Oct 24
<ul style="list-style-type: none"> The requirements of the Health and Care (Staffing) Act 2019 will be met through FACE reviews, wellbeing check-ins, staff meetings, and support and supervision. 	Head of Centre	Aug 24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When

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Evidence of Impact against outcomes for learners:

- All staff will have completed at least 5 hours CLPL relating to their Leadership role between August 2024 and June 2025 and use this in practice to lead improvement to the learning experiences
- Staff will rate their confidence level within their Leadership Role as 4/5 or above with a view to increasing this by 1 point by June 2025
- Improvements to the environment and resources on offer through Leadership Roles will be evident within the environmental rating tools and/or communication friendly environment tools and tracked through termly evaluation
- Quality Assurance processes in place ensure staff meet the requirements of registration with the SSSC and the National Standard for Early Learning and Childcare. Self-evaluation informs improvements, which will be facilitated through the Improvement Science Methodology, ensuring we continue to develop our culture of continuous improvement
- Children's tracking and monitoring data will evidence progression in their learning, focusing on key areas within the curriculum based on Leadership Roles
- By embedding UNCRC in all the work we do, children are confident in leading their own learning, evident through planning, tracking and monitoring, and Learning Journals
- An aim of very good against key question 3 and key question 4 of the Care Inspectorate Quality Framework through our self-evaluation

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

<p>Improvement Priorities Children’s learning is promoted by embedding high quality play pedagogy and family engagement</p>	<p align="center">Education Service Improvement Plan Priority 2: Teaching and Learning Together</p> <p>Our young people should experience a teaching, learning and curriculum offer that meets their needs, and those of our local and national context. All staff should be supported to deliver in new and innovative ways by accessing CLPL relevant to their needs and those of our young people.</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Through consultation, children’s literacy, language and early numeracy skills were highlighted as a key priority. To support this in an age and stage appropriate way, play pedagogy continues to be at the forefront, and can be seen within our curriculums: Realising the Ambition and Curriculum for Excellence. All staff will have the opportunity to attend Literacy and Numeracy training to enhance their understanding of embedding these skills through play, as well as how to confidently judge where children are within the EAC tracking and monitoring milestones tool, allowing them to effectively plan to support and challenge children’s developing literacy, language and early numeracy skills. 	Head of Centre Leadership Team Practitioners	Sept 24
<ul style="list-style-type: none"> Outdoor Learning and Play pedagogy will be further developed to support children’s learning through their natural environment and wider community by embedding learning for sustainability through the use of the practice document: Out to Play: Caring for our Outdoor Spaces, alongside Out to Play and My World Outdoors. Our garden will be developed to allow children the opportunity to care for their natural environment by planting and growing different fruit and vegetable produce. Practitioner confidence will be supported through professional reading and links with Ayrshire College to build knowledge on delivering Forest School sessions. 	Head of Centre Leadership Team Outdoor Leaders Practitioners	Oct 24- Jun 25
<ul style="list-style-type: none"> Family engagement to support children’s learning will be promoted through Stay and Play sessions which are relevant to Realising the Ambition, Curriculum for Excellence, and through consultation of what families feel they need. We will link with partner agencies to support these sessions to be informative which should help reduce the need for intervention/wait times for services, for example, drop-in sessions with Speech and Language therapist. 	Head of Centre Leadership Team Leadership Roles	June 25
<ul style="list-style-type: none"> Digital Leader will develop a digital learning policy alongside supports for children, families and staff to become more confident in using digital technologies to enhance learning experiences and 	Head of Centre Leadership Team Digital Leader	Sept 24

opportunities. All children will have a Learning Journal and have the opportunity to contribute and share their learning via this platform.	Practitioners	
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> • Children’s Literacy and Numeracy measured at key points within the academic session and progress will be noted • Almost all children have spent at least 50% of their session within the outdoor environment • Stay and Play sessions are attended by at least 60% of parents/carers and feedback indicates very good or excellent rating in the experiences offered, and very good or excellent rating in how beneficial the session was • Stay and Play sessions evidence progression in children’s learning based upon the focus of the Stay and Play session, for example, if numeracy focused, children have made progress on the identified outcome of the curriculum • Digital Learning embedded within ECC practice and improvement evident in children’s digital literacy skills • Observations of staff practice highlight and evidence good practice, with confidence in staff skills and knowledge as a measure of progress, alongside our TEAM CAIRNS values to begin work on re-introducing the Excellent Experience • An aim of very good against key question 1, key question 2, and key question 3 of the Care Inspectorate Quality Framework through our self-evaluation

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priorities Embed a Whole Centre Approach to nurture, wellbeing and inclusion</p>	<p>Education Service Improvement Plan Priority 3: Our wellbeing and belonging</p> <p>We want all of our young people to feel supported by people who know them well, and feel included in all of our schools and centres. Our staff need to be supported in their working with our young people, especially in times of adversity. As a key universal service, it is our vision that all young people attend our establishments on a full-time and regular basis to support them in their development at all stages.</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> The Promise will be embedded within our policies and practice, and through Personal Plans we will capture key information to enable us to support the individual needs, interests and circumstances of all of our children. 	Head of Centre Leadership Team Practitioners	Aug 24
<ul style="list-style-type: none"> Through our ECO/Rights Committee, we will establish a children’s committee and parent/carer committee to support us to work towards RRSA Bronze award. Our ECC will have a clear understanding of our responsibility in upholding and supporting children and their families to realise their rights, which supports children’s wellbeing and inclusion. 	ECO/Rights Committee	Jun 25
<ul style="list-style-type: none"> Health and Wellbeing Leaders will identify key focuses for children’s emotional wellbeing and use the Leuven Scale to measure children’s wellbeing, providing support through Nurture groups. Outdoor Leaders will use the SHANARRI lens linking to My World Outdoors to support children’s wellbeing through outdoor play pedagogy. 	Health and Wellbeing Leaders Outdoor Leaders	Jun 25
<ul style="list-style-type: none"> Promoting the positive impact regular attendance to the ECC can have on children’s wellbeing, learning and development. Regular newsletters, sharing of learning on Learning Journals and social media platforms, highlighting good practice, sharing events, check-ins with families and signposting/engaging support services when required. 	Head of Centre Leadership Team Practitioners	Aug 24
<ul style="list-style-type: none"> CLPL opportunities for staff to develop their capacity to identify strategies to support their own wellbeing at work alongside support from Leadership Team, who will have all accessed wellbeing and coaching training to provide a consistent approach. 	Head of Centre Leadership Team Practitioners	Oct 24

<ul style="list-style-type: none"> Inclusion project focusing on building staff confidence and knowledge on embedding the strategies to support our children with additional support needs, delivering a consistent approach and allowing us to provide a more inclusive environment and experience. Families will be signposted to our Financial Inclusion Officer through our app, the ECC newsletter, social media, and on parent/carer information displays. Information pertaining to the cost of the school day will be shared so families who may be entitled to additional benefits are aware of these supports, and this will be done via our app, the ECC newsletter, social media and parent/carer information displays. A community pantry will be available within the Family Room. 	Equity and Excellence Lead Practitioners	Dec 24
	Head of Centre All staff	Sept 24

PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> The ECC achieves RRSA Bronze award in 2025 Stakeholder questionnaires evidence a very good or excellent rating when asked how nurturing they find the ECC Staff questionnaire and observations of practice evidence a very good or excellent rating on their understanding of nurture and embedding this in practice, supported by our Nurture Policy Observations of children, alongside data collated from the Leuven scale and SHANARRI indicators, evidence progression in children’s wellbeing and engagement Attendance across the ECC above 80% across the academic session Stakeholder questionnaires evidence a very good or excellent rating when asked about how supported they feel within the ECC Staff rate their confidence in using the strategies to support children with additional support needs as 4/5 or above All children feel the ECC is a welcoming, caring, nurturing and inclusive space, evidenced through their individual actions, emotions, and through their age and stage of communication An aim of very good against key question 1 and key question 2 of the Care Inspectorate Quality Framework through our self-evaluation

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session

Improvement Priorities Children’s progress is supported through effective interventions to secure improved outcomes	Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements We want the very best for all of our young people in East Ayrshire. We aim to ensure that all young people secure a positive destination through excellent achievement and attainment at all levels.
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> All children’s learning and development will be tracked and monitored using EAC tracking and monitoring tool on Learning Journals under a framework which is specific to their age and stage of development. This tracking information will support children’s learning targets across the 0-5 playrooms and at key transition points, including transition to Primary 1. It will provide robust data to identify areas of strengths and gaps in children’s learning to ensure all children can achieve their potential through targeted and meaningful support. 	Head of Centre Leadership Team Practitioners	Aug 24
<ul style="list-style-type: none"> To support children’s speech, language and communication, a Communication Champion will be based in every playroom and/or be supported by a Leadership Team member who have received Communication Champion training. This will also support staff practice in relation to embedding the Hanen strategies to support children’s developing communication skills. 	Head of Centre Leadership Team Communication Champions	Aug 24
<ul style="list-style-type: none"> Bookbug session blocks will be provided at a minimum of 2 per month with a focus on supporting children’s literacy and language skills, alongside family engagement and parent/carers confidence in the benefits of reading to build upon children’s early literacy and language skills. 	Bookbug trained staff	Aug 24
<ul style="list-style-type: none"> Through Round the Table tracking meetings, staff will become confident in using the strategies from assessment tools such as iCan, Teaching Talking and Boxall Profile alongside the EAC tracking and monitoring tool to identify gaps in children’s learning and development and provide support through play pedagogy. They will become confident in using this information to inform children’s next steps for learning. 	Head of Centre/ASN Coordinator Practitioners	Dec 24
<ul style="list-style-type: none"> Targeted intervention will be in place for children who require this via Communication Champions, Equity and Excellence Lead, Team with the Family Meetings, My Plan, Individual Learning Plans or Coordinated Support Plans. Using tracking and monitoring data for children residing within Quintile 1 	Head of Centre/ASN Coordinator	Dec 24

(SIMD 1-2) to identify gaps in learning and development, targeted intervention will support the attainment of vulnerable children impacted by the poverty related attainment gap.	Equity and Excellence Lead Communication Champions Practitioners	
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PEF - What actions are required to reach the desired outcome?	Desired outcome and impact data / evidence that will be collected to track impact	Who	When

<p>Evidence of Impact against outcomes for learners</p> <ul style="list-style-type: none"> • iCan trackers used to measure the impact of access to a Communication Champion and evidence in progression across the term, for example, an increase in a point over the period in any key identified area • A whole centre approach embedded to the use of Makaton to support children's communication • Progression evident in children's listening and attention skills • Bookbug focus on a key area of the Literacy and Language outcomes and progress evident in the tracking and monitoring of the identified children, for example, a child progressing from beginning of the level to working within the level • Stakeholder questionnaires in relation to Bookbug evidence a very good to excellent rating in terms of benefit to the child, the family and to the ECC • Children with assessments show progress from input from staff using the assessment tools effectively, for example, an increase from a clear box to a full box on the Teaching Talking assessment over the period in any key identified area • An aim of very good against key question 1 and key question 4 of the Care Inspectorate Quality Framework through our self-evaluation

N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

Summary of Improvement Plan

Our Leadership	Teaching and Learning Together
<ul style="list-style-type: none"> • Staff have access to Continued Professional Learning opportunities relevant to their Leadership Roles • Staff have the opportunity to lead learning through their Leadership Roles and contribute towards improvements in the learning experiences and environment • Makaton is embedded within our practice, with formal training be accessed for those who require this • Children's rights embedded within our daily practice • Children are confident in leading their learning through play pedagogy 	<ul style="list-style-type: none"> • Children's literacy, language and early numeracy skills supported and challenged through curriculum embedded in play pedagogy • Staff training on Literacy and Numeracy ensures confidence in promoting children's skills through effective assessment, tracking and monitoring • Children are developing an understanding of learning for sustainability by spending time outdoors, caring for our natural environment • Family learning is facilitated through Stay and Play sessions with key focuses from our curriculum and to support children's learning and development • Digital learning is embedded within our practice to support confidence in the use of technology to enhance learning
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<ul style="list-style-type: none"> • The Promise is embedded within our policies and practice • Children's individual needs, interests and circumstances are met through effective personal plans • Achievement of RRSA Bronze award • Wellbeing and relationships at the heart of our practice and promoted through nurture groups and outdoor learning and play • Inclusive practice promoted through staff confidence in using strategies to support outcomes for children with Additional Support Needs • Staff wellbeing supported and promoted through coaching and mentoring 	<ul style="list-style-type: none"> • Robust data from tracking and monitoring tools and assessment information ensure we plan for children's progress and improved outcomes • Communication Champions attached to all playrooms in the ECC supports children's language and communication skills • The ECC confidently uses Makaton as a means to support children's communication • Bookbug sessions evidence progression in children's listening and attentions skills, alongside their literacy and language skills • Targeted intervention from robust assessment information ensures children have the right support, from the right services, at the right time