


**East  
Ayrshire  
Council  
Education  
Service**

**Establishment: Cairns Early  
Childhood Centre**




**Establishment  
Improvement  
Plan  
2025-2026**

<b>ECC Improvement Plan</b>	Cairns Early Childhood Centre
<b>Head Teacher/Head of Centre</b>	Laura Campbell, Head of Centre
<b>Date Submitted</b>	Submitted to Chief Education Officer on: 27.06.2025

 <p><b>School / Centre Vision and Values</b></p>	<p><b><u>Our vision</u></b></p> <p>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><b><u>Our values</u></b></p> <p>As a staff team we uphold the values of TEAM CAIRNS: Trust, Empathy, Approachable, Mindful, Caring, Achieving, Inclusive, Respectful, Nurturing, Safe.</p> <p><b><u>Our aims</u></b></p> <p>At Cairns ECC we will fulfil our vision statement through the following aims:</p> <ul style="list-style-type: none"> <li>• Ensure all children feel safe, welcomed and cared for throughout their time at Cairns ECC</li> <li>• Provide a fully inclusive, welcoming environment which is nurturing, stimulating and accessible to all, promoting high quality learning experiences both indoors and outdoors</li> <li>• Build positive, respectful relationships and work collaboratively with children, families and the wider community in order to improve outcomes for all</li> <li>• 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</li> <li>• Uphold children's rights and support children and their families to understand what this means for them</li> </ul>
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## Checklist

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.

CIP Consultation included the following stakeholders:	Complete	Content of plan	Complete
Children and Young People	√	Takes account of strategic priorities outlined in the Education Service Improvement Plan. <a href="https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf">https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf</a>	√
Parent Council and Forum	√	HGIOS 4 and QIF (Early Years) are used as the frameworks to inform the content of CIPs. Where appropriate. <a href="https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf">https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf</a> <a href="https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/">https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/</a>	√
Teachers, practitioners and ALL school/centre staff	√	There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: <a href="https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/">https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/</a> CEF: <a href="https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/">https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/</a> SEF: <a href="https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/">https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/</a>	√
Volunteers/Community partners	√	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	NA
Head Teacher / Head of Centre Signature: 		An accessible summary of the CIP is available and contained in this document and will be provided to parents, children and young people.	√

### **Children and parental strategic involvement**

For session 2025-26, please describe below how children and young people will be involved in decisions relating to the operation of the school/centre	For session 2025-26, please describe below how parents will be involved in decisions relating to the operation of the school/centre
<ul style="list-style-type: none"> <li>• Children are consulted on every aspect of their learning within the Early Childhood Centre (ECC) through embedding a rights-based approach</li> <li>• 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</li> <li>• Observations of children allow us to plan and be responsive to their individual needs, interests and prior learning</li> <li>• Children have regular opportunities to contribute, plan and evaluate their learning using their individual Learning Journals, selecting their own work and photos to upload and share with their families</li> <li>• Children can contribute to the displays within the ECC, celebrating their work and their achievements</li> <li>• Children will be involved in evaluating the ECC to ensure we're getting it right for every child and supporting them to achieve their full potential</li> </ul>	<ul style="list-style-type: none"> <li>• Parent and carer views and opinions will continue to be highly valued and respected</li> <li>• Regular consultation and feedback will be sought to inform our improvement priorities</li> <li>• Enrolment events, Personal Plan meetings, progress meetings, and where required, Team with the Family meetings will ensure parents and carers are fully involved in how the ECC will meet their child's individual needs</li> <li>• Termly parent/carers group meetings will continue to be held where they will have the opportunity to be involved in planning events within the ECC</li> <li>• Family learning opportunities, such as stay and plays, Bookbug and community events, will continue to be provided through the consultation of parents and carers on what they feel would be beneficial to them</li> <li>• 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, using various platforms to ensure a wider range of views are gathered</li> </ul>

**Community Plan East Ayrshire  
2015 - 2030**



**Together, in achieving our Vision, Partners will demonstrate:**

**Effective leadership**

We will provide clear leadership in Community Planning and engage effectively with our employees and communities

**Collective ownership**

We will take collective ownership for delivering on the Community Plan, the associated Single Outcome Agreement and the Community Plan Delivery Plans, and work hard to improve outcomes for local people and communities

**Good governance**

We will implement clear operating arrangements to support effective strategic direction, scrutiny and accountability

**Democratic accountability**

We will measure and report on the impact of our activities to demonstrate how effectively we are improving outcomes for local people and communities, and all partners will be held to account for their contribution.

Our Partnership will continue to work to meet the needs of the people who live in our communities. Our guiding principles will be reflected in all that we do and should be evident for all to see.

*Our  
Vision*

*"East Ayrshire is a place with strong, safe and vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs."*

**We will:**

- Promote lifelong learning.
- Promote equality and tackle inequality.
- Adopt a preventative approach.
- Ensure effective community engagement in the planning and delivery of local services.
- Utilise the strengths and resilience within communities.
- Drive efficiency and performance improvement.

## National and Local Priorities

### The Scottish Government's vision for education in

#### Scotland:

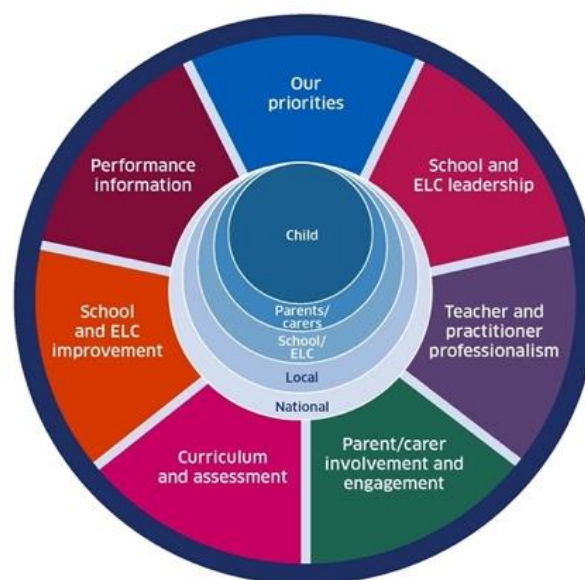
- Excellence through raising attainment and improving outcomes
- Achieving equity

#### Key priorities of the National Improvement Framework:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy

### NIF drivers of improvement in the outcomes achieved by children and young people are:

1. School and ELC leadership
2. Teacher and practitioner professionalism
3. Parent/carer involvement and engagement
4. Curriculum and assessment
5. School and ELC improvement
6. Performance information



### Scottish Attainment Challenge (SAC)

[Scottish Attainment Challenge: framework for recovery and accelerating progress](#)

[Scottish Attainment Challenge Logic Model](#) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change

#### **SAC organisers:**

- Learning and teaching
- Leadership
- Families and communities

East Ayrshire Plans			
Key Priorities	Education Service Improvement Plan:	Children's Services Plan:	Community Learning and Development Plan:
<b>1: Our Leadership</b>	We actively support, promote and enact leadership at all levels. Our young people are supported to be leaders on 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 and centre.	<b>Priorities for 2023-26:</b> <ol style="list-style-type: none"> <li>1. Our children and young people feel respected, listened to and influence change</li> <li>2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people</li> <li>3. Our children and young people feel safe</li> <li>4. Our children and young people have the best start in life</li> <li>5. Our children and young people's mental health is improving</li> </ol>	<b>Outcomes:</b> <ul style="list-style-type: none"> <li>• Growth</li> <li>• Wellbeing</li> <li>• Fairness</li> <li>• Sustainability</li> </ul> <b>Action areas</b> <ol style="list-style-type: none"> <li>1. Youth voice and participation</li> <li>2. Lifelong learning and skills development</li> <li>3. Empowering communities</li> <li>4. Wellbeing and inclusion</li> </ol>
<b>2: Teaching and Learning Together</b>	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.		
<b>3: Our Wellbeing and Belonging</b>	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.		
<b>4: Our Attainment, Destinations and Achievements</b>	We want the very best for all of our young people in East Ayrshire. We aim to ensure all young people secure a positive destination through excellent achievement and attainment at all levels.		

<b>Our Leadership: Improvement priority: To improve monitoring and self-evaluation processes across the Centre to promote consistency in approach to high-quality provision.</b>						
<b>Rationale:</b> The new quality improvement framework for Early Learning and Childcare will be launched in September 2025 and will be used as part of all scrutiny activity. The ECC is in an improvement period therefore it is important for all staff to have a clear understanding of the expectations required to ensure delivery of a high-quality service. Our 2024 Inspection Report stated, “the service should implement meaningful, personal plans that identify strategies of support, and record children's progress” and through regular, consistent monitoring in line with quality assurance and quality improvement, our S&Q report evidences the improvements made to our personal plans. Through staff consultation, it was highlighted that staff felt it was important to have a consistent approach across the Centre in respect of delivering high-quality provision alongside the opportunity to lead play pedagogy through Leadership Roles. Embedding the quality improvement framework in all aspects of our Quality Assurance processes will enable us to achieve this, and in turn enhance outcomes for our children through self-evaluation and monitoring of practice.						
<b>NIF key drivers:</b>	<b>School &amp; ELC leadership</b>		<b>School &amp; ELC improvement</b>		<b>Select driver</b>	
<b>QIF ELC:</b>	<b>Leadership and management of staff and resources CI</b>	<b>Staff skills, knowledge, values and deployment CI</b>	<b>Leadership of continuous improvement ES</b>	<b>Play and learning CI</b>	<b>Children's progress ES</b>	<b>Select QI</b>
<b>ESIP key priorities:</b>	<b>N Teaching &amp; Learning</b>			<b>N Our Wellbeing</b>		<b>N Our attainment</b>
<b>Outcomes for our learners</b>	<b>Our actions/Approaches/Interventions</b>		<b>PEF</b>	<b>Who</b>	<b>Measures</b>	<b>Review/milestones</b>
<p>By June 2026, all children (133 August role) will experience high quality interactions, spaces and experiences almost all of the time (confirmed in 9 out of 10 monitoring records).</p> <p>By June 2026, all children (133 August role) will have made progress in their learning as a result of accessing a service where quality assurance and improvement are well led. This will be evident in children achieving 2 out of 3 next steps</p>	A training session will be planned and facilitated to introduce the new quality improvement framework to staff as part of the August in-service days.		N/A	HofC SLT	Training evaluations Monitoring and self-evaluation records and reviews.	September 25 / April 26 Termly
	Self-evaluation will form part of the meeting cycle, to enable staff to become familiar with using the new framework and methodology. Opportunities to complete this as part of staff Leadership Roles to promote leadership at all levels and further support their knowledge and understanding of the framework.		N/A	SLT All staff	Meeting calendar Self-evaluation records and reviews	6-weekly
	Staff will use illustrations to identify features of good practice and areas for improvement across the centre. All actions will be reviewed, and progress monitored.			SLT All staff	Monitoring records and reviews	Termly

at least termly, every term, and progress evident on the tracking and monitoring tool on Learning Journals.	A monitoring calendar will be agreed with staff and fully implemented, including all aspects of the service that require to be monitored. The calendar will link to the new QIF.	N/A	HofC	Monitoring calendar Monitoring records and reviews	August 2025 Termly
	Feedback from all audits/monitoring will be shared with staff timeously and further improvements tracked through monitoring of reviews.	N/A	HofC DM SELCP	Minutes of staff meetings Monitoring records and reviews Support and supervision discussions Face review records	Monthly Termly Termly Bi-annually
	Staff, parents/carers and children have been involved in identifying the key features of 'An Excellent Experience'. This will be used from August 2025 for all playroom monitoring. Regular playroom monitoring will be carried out and feedback shared with staff, using the 'Excellent Experience' and new framework as a benchmark.	N/A	SLT	Monitoring records and reviews EAC monitoring and tracking tool Children's individual achieved NS Children's individual observations (narrative will capture progress).	Termly Termly Termly  Termly

Teaching and Learning Together: Improvement priority: To ensure that every child achieves the highest possible standards in literacy and numeracy.						
<b>Rationale</b> – Data gathered in May 25 (Learning Journals) told us 64% of our children were working at the beginning of the early level for literacy, and 74% of our children were working at the beginning of the early level for numeracy. Playroom observations identified some opportunities for children to experience depth of learning in both literacy and numeracy however monitoring of planning records and Learning Journal observations did not fully evidence the learning experiences provided for children. Our 2024 Inspection report stated, “children in 2-5s should have access to a range of rich stimulating play resources to support their development (including literacy and numeracy development)”. Through discussions with Staff, most felt their children were attaining higher than the data collated indicated, therefore a key priority for the Centre is to ensure our teaching and learning together, alongside our professional judgement, effectively supports children to make good progress and achieve the highest possible standards in literacy and numeracy.						
NIF key drivers:	Curriculum & assessment		Parent/carer involvement & engagement	Teacher & practitioner professionalism		Select driver
QIF ELC:	Play and learning CI	Curriculum ES	Learning, teaching and assessment ES	Staff skills, knowledge, values and deployment CI	Children's progress ES	Children experience high quality spaces CI
ESIP key priorities:	N Our Leadership			N Our Wellbeing		N Our attainment

Outcomes for our learners	Our actions/Approaches/Interventions	PEF	Who	Measures	Review/milestones
<p>By June 2026 all children transitioning to school (54) will secure very good progress across the identified literacy and numeracy milestones and almost all (78 out of 88 – 90%) children will make good progress in their literacy and numeracy development.</p> <p>All children transitioning to school will be rated amber (all 54) and/or green (38 children – 70%) on the six identified literacy milestones (amber confirms children are making good progress/green confirms the skill has been achieved).</p> <p>All children transitioning to school will be rated amber (all 54) and/or green (38 children – 70%) on the four identified numeracy milestones (amber confirms children are making good progress/green confirms the skill has been achieved).</p> <p>All children (88) will make progress across the breadth of the literacy and numeracy outcomes (data will be pulled</p>	Staff will agree on the six literacy and four numeracy milestones to focus on. These will be selected from the EAC monitoring and tracking tool.	N/A	HofC DM All staff	EAC monitoring and tracking tool Staff meeting minutes (reports of progress)	Termly Termly
	All Staff will track children's literacy and numeracy development on an ongoing basis using learning journals. Data on learning journals will be analysed termly and used to plan targeted intervention for children at risk of not attaining the identified literacy and numeracy milestones.	N/A	HofC DM All staff	EAC monitoring and tracking tool Intervention group plans (monitoring) Records of staff pace and challenge meetings	Termly Termly  Termly
	The intentional planning will include a literacy and numeracy focus within each cycle. Experiences will be planned indoors and out to develop children's natural curiosity, learning and creativity. Staff will provide regular opportunities for children to develop their thinking and problem-solving skills. Appropriate audits will be used to improve the environment and resources further.	N/A	HoC DM SELCP All staff	Planning records Numeracy coverage tracker Literacy coverage tracker Planning monitoring SLT observations of experiences, interactions and spaces The ECERS-E scale audit and reviews	Termly Termly Termly 2-monthly Termly  Biannually
	Home link resources will be developed with an aim of enhancing the home learning environment. These resources will focus on developing key literacy and numeracy skills and link to children's individual next steps.	N/A	SELCP Literacy Leaders STEAM Leaders	Children's individual achieved next steps (NS) Progress captured in children's individual observations Parent/carers evaluations	Termly  Termly  Termly
	Staff will facilitate a parent/carers workshop to raise awareness of the importance of early literacy and numeracy experiences within the home and beyond.	N/A	SELCP Literacy Leaders STEAM Leaders	Parent/carers surveys Parent/carers contributions on learning journals Progress captured in children's individual observations Children's individual achieved NS	Biannually Biannually  Termly  Termly

using + function in Nov 25 and May 26 on Learning Journals).  At re-inspection, the ECC will achieve a rating of Good for Play and Learning.	Staff will plan blocks of stay and play sessions over the academic year with a focus on providing fun, stimulating literacy and numeracy experiences for children and parents/carers.	N/A	SELCP Literacy Leaders STEAM Leaders	Parent/carer surveys Parent/carer contributions on learning journals Progress captured in children's individual observations Children's individual achieved NS	Biannually Biannually Termly  Termly
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**Our Wellbeing and Belonging: Improvement priority: To develop and embed a respectful relationships policy within the ECC to promote a clear, shared understanding of how children's wellbeing and behaviour will be supported by all.**

**Rationale –** Through consultation with staff and evidence from playroom observations, audit feedback and parent/carer feedback, it is evident more focus is required in relation to embedding our Whole Centre approach to Nurture and using the nurture principles to support children's wellbeing and behaviour, with rights-based practice at the forefront. Staff identified the Colour Monster being used as a consistent approach to supporting children to understand emotions and feelings had made a positive impact on our children, and parents/carers identified they would like more information on how to use the Colour Monster at home. Our partner agencies identified an improvement priority for Cairns ECC would be "continuing to ensure consistency of supports/strategies across all staff".

NIF key drivers:	Teacher & practitioner professionalism		School & ELC improvement		Performance information		Parent/carer involvement & engagement
QIF ELC:	Staff skills, knowledge, values and deployment CI	Children experience high quality spaces CI	Nurturing care and support CI		Wellbeing, inclusion and equality ES	Safeguarding and child protection CI & ES	Children's progress ES
ESIP key priorities:	<b>N Our Leadership</b>		<b>N Teaching &amp; Learning</b>		<b>N Our attainment</b>		
Outcomes for our learners	Our actions/Approaches/Interventions			PEF	Who	Measures	Review/milestones
By June 2026, the health and wellbeing of all children (135 August role) will improve by providing a fully inclusive and nurturing environment. Evidence within self-	Staff will foster trusting, loving relationships with children, to help support children to feel safe and secure. Relationships will remain a focus within all playroom monitoring and feedback shared with staff to secure this action. Staff will be involved in agreeing what a 'high quality inclusive nurturing			N/A	HofC DM	SLT observations of spaces, interactions and experiences – evaluate against 'excellent environment'.  Termly observation of children settling.	Termly  Termly

<p>evaluation records will capture the impact of changes/improvements on outcomes for children.</p> <p>All children (54) transitioning to school will have achieved 90% of the tracked health and wellbeing outcomes by June 2026.</p> <p>All children (88) will make progress across the HWB outcomes (data will be pulled using + function in Nov 25 and May 26 on Learning Journals). All children (47) will make progress across the Wellbeing outcomes of the Progression Pathways for our youngest learners (data will be pulled using + function in Nov 25 and May 26 on Learning Journals).</p> <p>All children (135 August role) will confidently separate from their parents/carers almost all of the time.</p> <p>By June 2026, the ECC will achieve RRSA Silver to demonstrate our commitment to embedding children's rights in practice.</p>	environment (excellent environment)' looks like and this will be used to measure impact.				
	A respectful relationships policy will be created to support consistent practice across the Centre. This policy will be shared with parents/carers and reviewed throughout the academic year to measure engagement in procedures and practices outlined. Threaded through this policy, will be the importance of staff being 'mind minded' and understanding children's behaviours. Observations will confirm that all staff are using effective strategies/approaches to support children to regulate.	N/A	HofC DM	Respectful relationships policy Policy reviews SLT observations of interactions Notifications	October 2025 Termly Termly Biannually
	The national practice guidance 'Realising the Ambition' and 'Applying Nurture as a Whole School Approach' will be used to support staff in their own understanding and to self-evaluate regularly. Actions will be reviewed to measure progress.	N/A	HofC DM	Whole school approach to nurture self-evaluation records and reviews. Monitoring records and reviews of actions	November 25/May 26  Termly
	Social stories will be created and used to support children's emotional wellbeing and mental health. These will be shared through various platforms. The Colour Monster will be used to support children to label, understand and share their feeling and emotions. Parent/carer workshops through Bookbug sessions to share the story of the Colour Monster and how this can be used to support children's wellbeing at home.	N/A	SELCP HWB Leaders Bookbug Leaders	Progress evident in children's individual MY plans, personal plans and assessments. Leuven scale observations Bookbug attendance and data collated	Termly  Termly Termly
	Staff will implement effective routines for children to support them in understanding everyday events and learn what is expected of them, making their environment is more predictable. Staff will ensure children are given prior warnings before all	N/A	SLT	Progress evident in children's individual MY plans, personal plans, Boxall assessments and observations (children's actions, words and emotions).	Termly

At re-inspection, the ECC will achieve a rating of Good for Play and Learning.	transitions/changes where possible. This will be monitored as part of SLT observations. Good attendance will be encouraged to support consistency in children's routines.			Formal monitoring of profiling Playroom practice observations Attendance statistics	Termly Termly Termly
	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 our children. Staff will use children's personal plans as a tool to support them and key staff in meeting children's individual health, welfare and safety needs.	N/A	All Staff SLT	Personal Plan monitoring Profile monitoring	Termly Termly
	A 'sharing the learning' display will be introduced for all persons involved in a child's care. This will encourage childminders, parents/carers and extended family members to contribute to sharing children's achievements and 'wow' moments, thus building on children's self-esteem and confidence. This will be closely monitored by staff to ensure equity. Star of the week to be introduced to support children to recognise their own and others' achievements.	N/A	SELCP All staff	Display monitoring	Termly
	Staff will work well together to create a relaxed atmosphere for children during mealtimes, free from interruptions and increased noise levels.	N/A	SELCP All staff	Mealtimes monitoring Leuven scale observations	Termly Termly
	Best practice guidance will be used to support staff in creating an enriched environment for children outdoors and indoors. This environment will be welcoming, cosy, relaxed and safe for children to be independent in their learning. Play spaces will be defined and well-resourced. Spaces will be set up to enable children to play alone, in small groups and within larger groups. Free flow access to the outdoor area will enable children to fully direct and lead their own learning.	N/A	SLT  HofC	Playroom practice observations (spaces, interactions and experiences).  Monitoring and tracking – HWB.	Termly  Termly

<b>Our Attainment, Destinations and Achievements: To improve the quality and consistency of targeted intervention within the ECC to ensure all children can achieve their potential.</b>						
<b>Rationale</b> – Feedback from our Audit told us we should review how we capture the impact of interventions on children’s outcomes. Staff noted that targeted interventions often don’t go as planned, which affects our ability to support children in reaching their full potential. Feedback from our partner agencies, which includes Health and Educational Psychology, recommended providing small group work opportunities to enhance learning support within the ECC. This aligns with our own concerns, as data from Teaching Talking assessments showed limited progress in identified areas – likely due to inconsistent targeted intervention. In line with Improvement Priority 1 and Improvement Priority 2, high quality and well-planned play and learning experiences alongside consistent targeted intervention will ensure all our children are supported to achieve their potential.						
<b>NIF key drivers:</b>	<b>Curriculum &amp; assessment</b>		<b>Parent/carer involvement &amp; engagement</b>		<b>Teacher &amp; practitioner professionalism</b>	
<b>QIF ELC:</b>	<b>Play and learning CI</b>	<b>Learning, teaching and assessment ES</b>	<b>Nurturing care and support CI</b>	<b>Wellbeing, inclusion and equality ES</b>	<b>Children's progress ES</b>	<b>Staff skills, knowledge, values and deployment CI</b>
<b>ESIP key priorities:</b>	<b>N Our Leadership</b>		<b>N Teaching &amp; Learning</b>		<b>N Our Wellbeing</b>	
<b>Outcomes for our learners</b>	<b>Our actions/Approaches/Interventions</b>		<b>PEF</b>	<b>Who</b>	<b>Measures</b>	<b>Review/milestones</b>
<p>By June 2026 all children (135 August role) will have made progress in their learning. All children will have achieved a minimum of 2-3 next steps each term. Progress over time will be evident for all children when using the + function on Learning Journals.</p> <p>By June 2026 progress will be evident within all My Plans, iCan trackers and Teaching Talking assessments.</p>	<p>An inclusive approach to learning and teaching will be embedded within the ECC, underpinned by an agreed ‘excellent experience’, ‘excellent environment’ and curriculum rationale. Practice will be monitored against expectations agreed.</p>		N/A	SLT	<p>Excellent Experience</p> <p>Excellent Environment</p> <p>Curriculum rationale review</p> <p>Monitoring and reviews</p> <p>EAC monitoring and tracking tool</p> <p>Children’s individual next steps</p>	<p>October 2025</p> <p>October 2025</p> <p>October 2025</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>
	<p>Group work will include all children and not only those at risk of not attaining. Experiences will be differentiated, ensuring appropriate targeted support and challenge is provided for all children based on their needs and interests. Progression Pathways / EAC monitoring and tracking tool will be used to measure progress and feedback shared with staff to influence further planning. Data will be used to measure success, over time.</p>		N/A	HofC DM SELCP Staff Leaders hip Roles	<p>Cohort tracking</p> <p>Planning monitoring</p> <p>Group planning monitoring</p> <p>EAC monitoring and tracking tool</p> <p>Children’s individual next steps</p>	<p>Termly</p> <p>2-monthly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p>

By June 2026, all children (135 August role) will have had the opportunity to engage in Family Learning sessions in the ECC which are inclusive and supportive of improving outcomes for all.	The Communication Champions will attend appropriate training events, liaising closely with Speech and Language therapists, and the Equity and Excellence Lead, and will support staff in adopting effective early communication and language strategies. An audit will be used to track changes/improvement. Every playroom will have a Communication Champion either based within the playroom or allocated to support in the playroom.	N/A	DM Equity and Excellence Lead (EEL) Communication Champion (CC)	Monitor CC Plans, actions and reviews Monitor children's progress within MY PLANS, iCan trackers, Teaching Talking assessments Audit SALT referrals	Termly Termly  Biannually Biannually
	Teaching talking assessments will be used by Staff when concerns are noted with children's holistic development. Assessment information will then be used to plan targeted support and share information with parents/carers and other professionals. Teaching Talking assessments will be reviewed to monitor progress and measure the impact of support provided. Clear and timely feedback should be provided to children's keyworkers.	N/A	DM All Staff	Round the table meetings Teaching Talking assessments My Plans	6-weekly Termly Biannually
	iCan trackers will be used by Communication Champions when concerns are noted with child/ren's speech, language and communication. Assessment information will then be used to plan targeted support and share information with parents/carers and other professionals. iCan trackers will be reviewed to monitor progress and measure the impact of support provided. Clear and timely feedback should be provided to children's keyworkers.		DM EEL All staff	Round the table meetings iCan trackers My Plans	6-weekly Termly Biannually

## Summary of Improvement Plan directly linking to Education Service Improvement Plan

<p><b>Our Leadership</b></p> <p>To improve monitoring and self-evaluation processes across the Centre to promote consistency in approach to high-quality provision</p>	<p><b>Teaching and Learning Together</b></p> <p>To ensure that every child achieves the highest possible standards in literacy and numeracy</p>
<ul style="list-style-type: none"> <li>• Robust Quality Assurance processes ensure everyone is engaging in self-evaluation to support improved outcomes for all</li> <li>• Staff will engage in Continued Professional Learning to ensure their knowledge, skills and experience are kept up to date, reflecting national and local policy and guidance</li> <li>• Staff will lead learning through their Leadership Roles, and engage in the process of improvement through regular self-evaluation</li> <li>• As a result, children will experience high-quality provision and learning experiences in a service where Quality Assurance processes and self-evaluation are well-led</li> </ul>	<ul style="list-style-type: none"> <li>• Children will make good progress in Literacy and Numeracy outcomes, ensuring they are able to achieve their potential</li> <li>• Family learning, facilitated through Stay and Play sessions, will support families to understand how they can play a key role in their child's learning</li> <li>• Home-links will be provided to enable parents/carers to support their child's literacy and numeracy skills at home</li> <li>• Children will have access to high-quality literacy and numeracy resources both indoors and out</li> <li>• As a result, children will experience opportunities to play and learn in a literacy and numeracy rich environment to support their development</li> </ul>
<p><b>Our wellbeing and belonging</b></p> <p>To develop and embed a respectful relationships policy within the ECC to promote a clear, shared understanding of how children's wellbeing and behaviour will be supported by all</p>	<p><b>Our Attainment, Destinations and Achievements</b></p> <p>To improve the quality and consistency of targeted intervention within the ECC to ensure all children can achieve their potential</p>
<ul style="list-style-type: none"> <li>• Staff will foster trusting, loving relationships with children, to help support children to feel safe and secure</li> <li>• A respectful relationships policy will be created to support consistent practice across the centre</li> <li>• The Nurture Principles continue to be embedded through a Whole ECC Approach to Nurture</li> <li>• Staff will implement effective routines for children to support them in understanding everyday events and learn what is expected of them, making sure their environment is more predictable</li> <li>• Family learning opportunities through Bookbug will support their knowledge and understanding of how to use the Colour Monster at home to talk about children's feelings</li> <li>• As a result, children will make good progress across the Health and Wellbeing outcomes</li> <li>• The ECC will achieve Rights Respecting School Award – Silver</li> </ul>	<ul style="list-style-type: none"> <li>• An inclusive approach to learning and teaching will be embedded within the ECC</li> <li>• All children will have the opportunity to engage in small group work to support/challenge their learning and ensure they can achieve their potential</li> <li>• All children will have access to a Communication Champion directly linked to their playroom</li> <li>• Speech, Language and Communication will continue to be supported through effective early intervention</li> <li>• The Centre will continue to work in partnership with children, families, partner agencies and the local/wider community</li> <li>• Children's achievements will be celebrated in the ECC through learning displays and star of the week celebrations</li> <li>• As a result, all children attending Cairns ECC will have the opportunity to achieve their full potential</li> </ul>

