


School Improvement Plan	Dunlop Early Childhood Centre
Head Teacher	Laura Kelly
Date Submitted	Submitted to Chief Education Officer on : 09/09/2024

<p>School/ Centre Vision and Values</p>	<p>The school's motto is:</p> <p>'Climb That Hill'</p>  <p>Following consultation, our Pupil Council engaged with pupils, parents, staff, and stakeholders to discuss our school values. It was agreed, the four most important values for the children and pupils of Dunlop Primary School & ECC are, for us to value:</p> <p>Kindness Respect Honesty Inclusion</p> <p>Dunlop ECC, which is known as "The Bridge" has been designed to ensure that children have access to quality learning opportunities and experiences, both indoors and outdoors. The Bridge is also the Council's first Passivhaus building, meaning the ECC has been built to a world-leading energy efficiency and thermal performance standard. The design will help the Council move towards achieving sustainability targets while providing a comfortable learning environment for our learners.</p> <p>Within our centre, the whole staff team positively model our values to our children and parents/carers on a daily basis. This helps to ensure our new learning environment at "The Bridge", is welcoming and nurturing for all.</p>
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Pupil and parental strategic involvement

<p><i>For session 2024-25, 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 2024-25, please describe below how parents will be involved in decisions relating to the operation of the school/centre</i></p>
<p>Pupil voice is an important part of Dunlop ECC and learners are consulted and involved in decision making through the following means:</p> <ul style="list-style-type: none"> • Consultation through mindmaps • Voting systems • Eco Committee • Nurture Working Group • Online Learning Journals • Responsive and spontaneous planning • Daily helpers 	<p>Parents and Carers will be actively involved in operational decision making by:</p> <ul style="list-style-type: none"> • Parent Council • Stay and Play Sessions • Parent/Carer Questionnaires • Personal Plan Discussions • Personalised Learning Targets • Parent/carer workshops • Transition profiles/meetings • Daily communication/feedback on the new ECC app

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<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>Rationale for Improvement:</p> <p>To ensure fluidity of staff leadership skills into the new learning environment at “The Bridge”. Leadership roles will be discussed through the FACE process, and staff autonomy will be encouraged and supported throughout the year through a consistent approach to self-evaluation using Care Inspectorate’s Quality Framework.</p> <p>Our purpose built centre, and skilled staff team promote learners to lead their own learning through responsive and spontaneous planning, ensuring outcomes are led by learners.</p>	<p align="center">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> <p>UNCRC: Article 12 – Respect for children’s views. Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously</p> <p>Article 13 – Sharing thoughts freely. Children have the right to share freely with others what they learn, think and feel, by talking, drawing, writing or in any other way unless it harms other people.</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Build and develop a new staff team, with a focus on staff wellbeing, in the new build ECC ‘The Bridge’ with new Depute Manager. 	K Mitchell	Sep 2024
<ul style="list-style-type: none"> All staff members to understand the functionality of the building and to understand their responsibilities for keeping children safe through utilising information contained in the new policies and risk assessments relating to the new building. 	Lead K Mitchell All staff	Aug 2024
<ul style="list-style-type: none"> All staff to continue with leadership roles in the new establishment with a focus on supporting Parental Engagement, Involvement and Family Learning in the new setting, including RRS (journey to Gold RRSA) , Health and Wellbeing, Nurture, STEM/Learning for Sustainability 	P Marshall N Taylor A McGowan I Mack H Buchanan	Oct 2024

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
<ul style="list-style-type: none"> CLPL may be sought using PEF throughout the year. 	<ul style="list-style-type: none"> Consistent professional development ensuring a confident staff team, resulting in happy and settled children. 	All staff	June 2025

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> Increased consistency of high quality learning where staff and learners have shared expectations and high standards. Through effective collegiate and collaborative working, good practice will be identified and shared resulting in improved pedagogy across all stages. Learner's experiences will have appropriate challenge, pace and support to meet the needs of all learners. The wellbeing of staff and learners will be a focus throughout the year, resulting in a sense of belonging. Learners will have the opportunity to share their voice through groups and consultation.

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

<p>Improvement Priorities (Expressed as outcomes for learners)</p> <p>Rationale for Improvement:</p> <p>To further embed a strong focus on children’s learning and progress through already developed systems and processes, whilst adhering to Health and Social Care Standards.</p>	<p>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> <p>UNCRC: Article 28 – Access to Education Every child has the right to an education. Primary education should be free.</p> <p>Article 29 – Aims of Education. Children’s education should help them fully develop their personalities, talents and abilities</p>
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What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Review “Rhythm of the Day” to ensure seamless transitions throughout the day maximising opportunities for free flow play, including restructuring the lunch transition. Embed effective transitions between home, ECC and Primary School. Support Play Pedagogy moving into Primary, including planning processes, and data sharing. Develop high quality play and learning, with ECC children working collaboratively with primary peers including shared learning, and performances and presentations. Review Stay and Play sessions and plan any next steps e.g. themed and non-themed days, how parents/carers feedback. 	<p>K Mitchell</p> <p>P Marshall</p> <p>All staff</p> <p>K Mitchell</p>	<p>Aug 2024</p> <p>June 2025</p> <p>June 2025</p> <p>Aug 2024</p>

<ul style="list-style-type: none"> All staff to continue to provide rich experiences for children and families through the Together Time staff leadership programme, quality documentation of learning process, effective and sustainable tracking and consistent triangulation processes. Environment audits to be consistently reflected on and reviewed in line with the planning process, by ensuring learning is well matched to identified priorities. 	All staff	June 2025
	Key workers	All year

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
<ul style="list-style-type: none"> Enhance IT equipment – purchase iPads to allow staff to complete tasks at the end of each day. 	<ul style="list-style-type: none"> Increased productivity for staff resulting in regular updates for parents/carers. 		Jun 25

<p>Evidence of Impact against outcomes for learners.</p> <ul style="list-style-type: none"> Improved pace of learning throughout the day with minimal disruptions to learning. High quality transitions between ECC and P1. Learner’s experiences will have appropriate challenge, pace and support to meet the needs of all learners. Achievable learning targets set with parents/carers. Smooth and effective transitions.
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N.B. Self-evaluation of this priority should be reflected in the Standards and Quality Report for this academic session.

<p>Improvement Priorities <i>(Expressed as outcomes for learners)</i></p> <p>Rationale for Improvement:</p> <p>To support staff, children and parents/carers to effectively navigate the change of setting to “The Bridge” by maintaining clear and concise communication throughout the year with all stakeholders.</p> <p>To ensure our learners are being provided with high quality learning experiences, and to ensure that quiet/rest areas are available throughout the session, in line with standards set out in Realising the Ambition.</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> <p>UNCRC: Article 1 – Definition of a Child Everyone under 18 has all these rights.</p> <p>Article 14 – Freedom of Thought and Religion Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.</p> <p>Article 24 – Health, Water, Food, Environment You have a right to the best health possible and to medical care and to information that will help you to stay well.</p> <p>Article 30 – Minority Culture, Language & Religion Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.</p>
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What actions are required to reach the desired outcome?	Who	When
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<ul style="list-style-type: none"> • Ensuring the health and wellbeing of all young children in the ECC through dissemination of policies and risk assessments for 'The Bridge'. Clear intervention/ASN process to continue to ensure relevant processes are followed by all staff with particular importance placed on communication between all. • Continue to develop work on Equality, Diversity and Inclusion across the curriculum, resources and community including revising our Respect for All policy to reflect protected characteristics and important celebrations/festivals and events in the children and families lives. • Develop staff knowledge of neuro-divergence in line with Education Scotland professional learning by collaborating with Ed Psych, and share support strategies/resources that have been identified at TWTF meetings. • Ensure 'Cost of the School Day' is always considered in operational and strategic planning – in line with ECC budget. • Maintain links with Dunlop Primary School paying particular attention on ensuring a 'one team' approach between Dunlop Primary School and The Bridge ECC. • Implement daily staff check in and communication book to ensure clear communication between whole staff team, including termly "Wellbeing Wednesdays" for staff. • Learners will be encouraged to develop their independence skills through self-serving at lunch/snack, dressing for the outdoors, brushing their teeth and having the opportunity to be a "helper" for the day. • Encourage parents/carers to share children's wider achievements with the ECC, through use of online learning journals. 	Lead K Mitchell All staff	All year
	All staff	Oct 2024
	K Mitchell All staff	Jan 2025
	K Mitchell P Marshall	All year
	ECC & school staff	June 2025
	K Mitchell	Aug 2024
	All staff	Sep 2024
	Key workers	All year

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
<ul style="list-style-type: none"> PEF may contribute to community learning or end of year trip – Bus subsidies and more than 1 child discounts for trips/activities and experiences. 	<ul style="list-style-type: none"> All children able to attend. 		

<p>Evidence of Impact against outcomes for learners:</p> <ul style="list-style-type: none"> Inclusive environment for all learners and needs identified promptly with appropriate support. A shared understanding of the importance of Equality, Diversity and Inclusion for pupils, staff and parents. Policies, curriculum and resources across all stages reflecting Equality, Diversity and Inclusion. Positive ethos benefits all stakeholders – learners, parents/carers and staff. No child 'missing out' on opportunities due to cost of the school day.

<p>Improvement Priorities <i>(Expressed as outcomes for learners)</i></p> <p>Rationale for Improvement:</p> <p>To showcase individual learners achievements and successes, by celebrating progress and achievements between home and ECC.</p> <p>To ensure an effective, sustainable and robust tracking and monitoring process is in place to support all learners to reach their full potential.</p>	<p>Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements</p> <p>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.</p> <p>UNCRC:</p> <p>Article 17 – Access to Information You have the right to collect information from the media – radios, newspapers, television, etc. – from all around the world. You should also be protected from information that could harm you.</p> <p>Article 29 - Aims of Education 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.</p>
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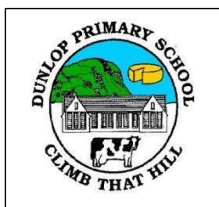
What actions are required to reach the desired outcome?	Who	When
<ul style="list-style-type: none"> Develop a Communication Friendly environment in the new 'The Bridge' ECC, visuals and labels to be added to resources, and visual timetables created e.g. handwashing etc. Personalised learning targets to be reviewed and set with parents/carers, and new targets set as and when required. All achievements shared on children's online learning journals. Ensure all staff are using Leuven Scale to track children's wellbeing and involvement within all areas of the new ECC. Develop the new play environment, incorporating the mezzanine and outdoor area into free-flow access when appropriate, ensuring all spaces align with the standards set in the Realising the Ambition document. Collaborate with parents/carers and the local community to introduce learners to the world of work, and encourage skills for life. Weekly home learning to be shared via online learning journals to continue to build strong connections with home. All learners to be transferred onto EAC Early Level Monitoring and Tracking Tool. 	P Marshall	Oct 2024
	Key workers	All year
	Key workers	Oct onwards
	All staff	Oct 2024
	K Mitchell	Dec 24
	P Marshall	All year
	K Mitchell P Marshall	Oct 2024

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
<ul style="list-style-type: none"> PEF to cover the cost of online learning journals. 	<ul style="list-style-type: none"> Learning, observations and next steps are shared through LJ which helps to build on the link between home and ECC. 		

Evidence of Impact against outcomes for learners
<ul style="list-style-type: none"> Learners will engage with their environment out with the ECC grounds to build on a sense of belonging within their own community.

- Data will be gathered regularly from the learning journals to identify any gaps where children may need extra support, ensuring opportunities for personalised support are not missed.
- Staff will have increased confidence in delivering high quality Outdoor Learning and STEM experiences.
- Strong partnerships will ensure learners receive suitable support and opportunities to enhance outcomes and learning experiences.

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



Dunlop Early Childhood Centre Summary of Improvement Plan 2024/25



Our Leadership	Teaching and Learning Together
<p>Key areas for improvement:</p> <ul style="list-style-type: none"> • Build and develop a new staff team, with a focus on staff wellbeing, in the new build ECC 'The Bridge'. • Learners to create their own Children's Charter to develop sense of responsibility and ownership. • Audit 'The Bridge' pedagogical practices, resources, indoors/outdoors environments, and approaches to care and learning through using national practice guidance 'Realising the Ambition'. 	<p>Key areas for improvement:</p> <ul style="list-style-type: none"> • Embed effective transitions between home, ECC and Primary School. Support Play Pedagogy moving into Primary, including planning processes, and data sharing. • Regular stay and play sessions to continue throughout the year. • Ensure seamless transitions throughout the day maximising opportunities for free flow play.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<p>Key areas for improvement:</p> <ul style="list-style-type: none"> • Maintain strong links between "The Bridge" and Dunlop Primary School. • Encourage parents/carers to share children's wider achievements with the ECC, through use of online learning journals. • Clear and concise communication will be maintained throughout the year with all stakeholders 	<p>Key areas for improvement:</p> <ul style="list-style-type: none"> • Develop a Communication Friendly environment in the new ECC. • Personalised learning targets to be reviewed and set with parents/carers throughout the year. • Continue to develop the new environment moving towards a whole free-flow approach, while ensuring high levels of engagement and involvement.