

**Establishment:**

**Dunlop Early Childhood Centre**



**Establishment**

**Improvement**

**Plan**

**2025-26**

**East**

**Ayrshire**

**Council**

**Education**

**Service**

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| **School Improvement Plan** | Dunlop Early Childhood Centre |
| **Head Teacher** | Laura Kelly |
| **Date Submitted** | Submitted to Chief Education Officer on : |

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| **School / Centre**  **Vision and Values** | The centre’s motto is:  ‘Climb That Hill’  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:  **Kindness         Respect      Honesty Inclusion**  Dunlop ECC, which is known as “The Bridge” has been designed to ensure that children have full 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.  Within our centre, the whole staff team positively model our values to our children and parents/carers daily. This helps to ensure our new learning environment at “The Bridge”, is welcoming and nurturing for all. |

**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.

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| **SIP 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. <https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf> | ✓ |
| Parent Council and Forum | ✓ |  | HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate.  <https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf>  <https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/> | ✓ |
| 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: <https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/>  CEF: <https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/>  SEF: <https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/> | ✓ |
| Volunteers/ Community partners | ✓ |  | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. | ✓ |
| **Head Teacher / Head of Centre Signature:** | |  | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | ✓ |

**Pupil and parental strategic involvement**

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| 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 |
| * Consultation through mindmaps * Voting systems * Eco Committee * Children’s Charter * Online Learning Journals * Responsive and spontaneous planning * Daily helpers * Daily communication * Personalised Learning Targets | * Parent Council * Stay and Play Sessions * Parent/Carer Surveys * Personal Plan Discussions * Personalised Learning Targets * Parent/carer workshops * Transition profiles/meetings * Daily communication * Feedback on the ECC app |

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| **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. | | **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; |

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| **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:**](https://www.gov.scot/binaries/content/documents/govscot/publications/strategy-plan/2022/12/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/documents/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan/govscot%3Adocument/achieving-excellence-equity-2023-national-improvement-framework-improvement-plan.pdf)   * 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. page25image40264224Performance information | **Scottish Attainment Challenge (SAC)**  [Scottish Attainment Challenge: framework for recovery and accelerating progress](https://www.gov.scot/publications/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/)  [Scottish Attainment Challenge Logic Model](https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2022/03/scottish-attainment-challenge-framework-recovery-accelerating-progress/documents/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model/govscot%3Adocument/tackling-poverty-related-attainment-gap-theory-change-scottish-attainment-challenge-logic-model.pdf) – Tackling the Poverty-Related Attainment Gap – Our Theory of Change  **SAC organisers:**   * Learning and teaching * Leadership * Families and communities |

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| **East Ayrshire Plans** | | | |
| **Key Priorities** | **Education Service Improvement Plan:** | **Children’s Services Plan:** | **Community Learning and Development Plan:** |
| **1: Our Leadership** | 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. | **Priorities for 2023-26:**   1. Our children and young people feel respected, listened to and influence change 2. We are working collaboratively, reducing the impact of social and economic poverty on our children and young people 3. Our children and young people feel safe 4. Our children and young people have the best start in life 5. Our children and young people’s mental health is improving | **Outcomes:**   * Growth * Wellbeing * Fairness * Sustainability   **Action areas**   1. Youth voice and participation 2. Lifelong learning and skills development 3. Empowering communities 4. Wellbeing and inclusion |
| **2: Teaching and Learning Together** | 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. |
| **3: Our Wellbeing and Belonging** | 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. |
| **4: Our Attainment, Destinations and Achievements** | 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. |

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| **Our Leadership: Improvement priority:** To continue to develop a culture of professional learning in our Early Childhood Centre, which positively impacts on our practice to improve outcomes for all service users. | | | | | | | | | | | | | |
| **Rationale – Parental feedback from our Standards and Quality review highlighted an interest in developing an understanding of Eco/Sustainability and Digital Learning. Additional staffing will allow members of staff to expand their remit to enhance skills for life for our learners.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC leadership** | | | **School & ELC improvement** | | | | **Select driver** | | | **Select driver** | | |
| **QF ELC:** | **Leadership and management of staff and resources CI** | | **Staff skills, knowledge, values and deployment CI** | | **Leadership of continuous improvement ES** | | | **Select QI** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Teaching & Learning** | | | | | | | **N Our Wellbeing** | | | **N Our attainment** | | |
| **Outcomes for our learners by June 2026** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| Almost all learners will have developed their understanding of sustainability and will have developed their skills in using digital resources to expand their own learning and interests.  Almost all learners will have developed their confidence by enhancing their leadership skills.    Collated data will highlight an increase in learners independence skills and identify any gaps in learning. | | Continue to embed leadership at all levels by gathering children’s/parental voice in daily practice and encouraging staff autonomy of chosen leadership roles while working towards gaining our Digital Schools Award. | | | | ✓ | DM  ELCP’S  NT  AM | | Parental question of the month, feedback will then be taken into consideration for future events.  Mind maps with learners, children’s voice function on Learning Journals  FACE reviews | | | Monthly  Termly  Yearly | |
| Regular self-evaluation processes will continue to be embedded through the introduction of A Quality Improvement Framework for Early Learning and Childcare Settings. Staff will also revisit Realising the Ambition and the Health and Social Care Standards to ensure our interactions, experiences and spaces are meeting the needs of all learners. | | | |  | DM  SELCP  ELCP’S | | Self-evaluation whole staff meetings starting in September 2025 where strengths and areas for improvement will be clearly identified. | | | Bi-monthly | |
| Peer and self-assessment to be introduced within the staff team to promote improvement through self-reflection. | | | |  | ELCP’S | | Playroom monitoring – feedback shared with all staff  Daily observations  Staff will feel empowered to strive to be the best they can be. | | | Termly  Daily  Termly | |
| Learners will continue to be provided with opportunities to develop skills for life, learning and work by inviting outside agencies into the ECC to share specific skills. | | | |  | DM  SELCP | | Parental surveys will reflect shared learning between ECC and home.  Increased level of engagement amongst our learners and sense of pride when celebrating wider achievements. | | | Bi-monthly | |
| Review our planning format with a focus on streamlining documentation to encourage interdisciplinary learning between all learning zones. | | | |  | DM  ELCP’S | | Staff to visit other centres to share good practice.  Collaborative working with the TAP team to ensure an effective planning system is in place for our learners. | | | Monthly | |

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| **Teaching and Learning Together: Improvement priority:** To formalise our tracking and monitoring system which will allow us to analyse data effectively to identify personalised next steps for learning while developing positive relationships with our families. | | | | | | | | | | | | | |
| **Rationale – Quality assurance processes highlighted a gap in staff confidence with our tracking and monitoring system. Feedback from our Authority Audit suggested that staff should incorporate more than one learning outcome when completing an observation.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **Parent/carer involvement & engagement** | | | **Curriculum & assessment** | | | | **Select driver** | | | **Select driver** | | |
| **QF ELC:** | **Learning, teaching and assessment ES** | | **Curriculum ES** | | **Play and learning CI** | | | **Wellbeing, inclusion and equality ES** | | **Children's progress ES** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | | | | | **N Our Wellbeing** | | | **N Our attainment** | | |
| **Outcomes for our learners by June 2026** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| Data will show that all learners transitioning to school will have made progress across the EAC Monitoring and Tracking Tool.  All children transitioning to school will have achieved a minimum of 8 next steps within their learning. | | Staff will continue to regularly track all learners through Learning Journals to ensure next steps are specific to individual needs and interests. Staff will ensure there is a balance of group and individual observations and will cross-reference all outcomes covered within a learning experience. | | | | ✓ | ELCP’S | | Learning Journal monitoring  Staff meeting minutes | | | Weekly/Monthly/Termly | |
| Embed seamless transitions as early as possible through the introduction of home visits and family stay and play sessions. A robust induction process will be in place to ensure effective communication with all new families. | | | |  | DM  ELCP’S | | Happy and settled children/parents  Clear and consistent communication will support the development of positive relationships. | | | Termly | |
| Termly whole staff team tracking conversations to be scheduled for staff to share progress of key children which will then determine challenge/support groups for learners. | | | |  | DM  SELCP  ELCP’S | | Staff meeting minutes shared with all staff to ensure a consistent approach for our learners. | | | Termly | |
| A block of Peep sessions will be organised and held within the ECC/local community to further develop learning between home, ECC and community. | | | | ✓ | Hazel Wills | | Increased level of collaborative working with Community Practitioner and families. | | | October 2025 | |
| Parent/carer information session will be held to develop a common understanding and shared expectations of the use of Learning Journals. | | | |  | SELCP | | Increased level of parental engagement and parental contributions on Learning Journals. | | | Termly if required | |
| Neurodivergence and Nurture CLPL will be completed in conjunction with school staff. | | | |  | Ed. Psych  All staff | | Deeper understanding of how best to support all learners within our care. | | |  | |

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| **Our Wellbeing and Belonging: Improvement priority:** To further develop our processes for learners to recognise their emotions and self-regulate. Physical wellbeing will also be promoted through outdoor and community learning. | | | | | | | | | | | | | |
| **Rationale – Parental feedback from our Standards and Quality review highlighted an interest in developing an understanding of emotions and the benefits of physical exercise. Through monitoring processes, it was also observed that a consistent emotional wellbeing system should be implemented.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **School & ELC improvement** | | | **Teacher & practitioner professionalism** | | | | **Performance information** | | | **Select driver** | | |
| **QF ELC:** | **Staff skills, knowledge, values and deployment CI** | | **Children experience high quality spaces CI** | | **Nurturing care and support CI** | | | **Wellbeing, inclusion and equality ES** | | **Select QI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our attainment** | | | | | |
| **Outcomes for our learners by June 2026** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| All learners will have had the opportunity to develop skills for life through collaborative working.  All learners will have a deeper understanding of how to regulate their own emotions.  All learners will have had the opportunity to participate in a diverse range of learning experiences covering the breadth of the curriculum. | | Develop strong links with the wider community through regular community learning and continue to develop skills for life working alongside our families. Opportunities will be provided for learners and staff to learn from other multi-agencies such as Dean Park Rangers. | | | |  | DM  All staff | | Strong sense of ethos and belonging within the community.  Increase in skills for life, learning and work. | | | Termly | |
| Fully embed the Eco Committee in the life of the ECC through continuing to develop the Dunlop Diggers programme with a focus on sustainability. | | | |  | SELCP HB | | Children will have full ownership of our vegetable garden while learning about sustainability. | | | Monthly | |
| Implement a consistent emotional wellbeing check in system from an early stage to develop learners understanding of their emotions. | | | |  | SELCP  All staff | | Learners will feel confident when expressing their feelings and will be supported to manage how they are feeling on a daily basis. | | | Daily | |
| Expand outdoor learning opportunities within the ECC grounds by introducing learners to our “mini forest” area by incorporating STEM experiences. | | | |  | ELCP’S | | Learners will have more space and freedom to develop their understanding of risky play. | | | Weekly | |
| Continue to develop Equality, Diversity and Inclusion with a focus on Religious Education and Health and Wellbeing by developing learners understanding on the safe use of medicine and people/animals who help us. | | | |  | ELCP’S | | Broader coverage within the EAC Monitoring and Tracking Tool. | | | Termly | |
| Create a “family wall/area” to increase wellbeing and belonging within the centre. | | | |  | SELCP | | Increased sense of community and belonging. | | | October 2025 – updated termly | |

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| **Our Attainment, Destinations and Achievements: Improvement priority:** To improve assessment and moderation processes to inform future learning. | | | | | | | | | | | | | |
| **Rationale – Members of SLT have attended training that will enhance our data collecting across the year which will improve outcomes for learners.** | | | | | | | | | | | | | |
| **NIF key drivers:** | **Curriculum & assessment** | | | **Parent/carer involvement & engagement** | | | | **Select driver** | | | **Select driver** | | |
| **QF ELC:** | **Learning, teaching and assessment ES** | | **Children's progress ES** | | **Wellbeing, inclusion and equality ES** | | | **Play and learning CI** | | **Nurturing care and support CI** | | | **Select QI** |
| **ESIP key priorities:** | **N Our Leadership** | | | **N Teaching & Learning** | | | | **N Our Wellbeing** | | | | | |
| **Outcomes for our learners by June 2026** | | **Our actions/Approaches/Interventions** | | | | **PEF** | **Who** | | **Measures** | | | **Review/milestones** | |
| Consistent quality assurance processes will ensure all learners will have experienced a high quality learning environment throughout the year.  We will have further developed our inclusive environment which will assist all learners to be able to lead their own learning. | | Develop a shared quality assurance approach with Lainshaw ECC to ensure our learners are receiving high quality learning experiences. | | | |  | DM  All staff | | Meeting minutes  Feedback from Lainshaw staff  Engaged learners | | | Termly | |
| Embed early intervention processes through collaborative working with other agencies to ensure individual needs are being fully supported. | | | |  | DM  All staff | | Home visits may highlight areas of concern/support required  Close partnership working with Community Practitioner | | | Termly or as and when required | |
| Continue to celebrate wider achievements within the ECC through use of Learning Journals and wall displays. | | | | ✓ | SELCP  ELCP’S | | Staff engagement with learning shared from home, achievements continuously recognised. | | | Daily/weekly/monthly/  termly | |
| Continue to develop a Communication Friendly environment through effective use of labelling and visual aids. | | | |  | SELCP  All staff | | Learners will benefit from an inclusive environment which will help to develop early literacy skills. | | | September 2025 – updated all year | |
| Continue to carry out regular quality assurance processes (playroom monitoring, lunch audits etc.) to determine what is working well and what could be improved. | | | |  | DM  SELCP | | Monitoring feedback will provide staff with clear actions for improvements while sharing good practice. | | | Bi-monthly | |

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

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| **Our Leadership** | **Teaching and Learning Together** |
| * Learners will be encouraged and supported to lead their own learning within the ECC and local community. * Staff to share good practice with colleagues from other Early Childhood Centres to ensure our learners consistently receive high quality learning experiences. * Planning format to be reviewed to reflect learners voice and to encourage interdisciplinary learning. | * Introduce home visits for all new families starting throughout the year to build positive relationships. * Peep sessions will continue to further develop learning between home, ECC and the community. * Formalise our tracking and monitoring system to identify individual next steps for our learners. |
| **Our wellbeing and belonging** | **Our Attainment, Destinations and Achievements** |
| * Continue to improve opportunities for outdoor and community learning to develop learners wellbeing. * Fully embed the Eco Committee within the life of the ECC with a focus on sustainability which will allow learners to develop responsibility and independence. * Establish an emotional wellbeing system from an early stage to support learners to regulate their emotions and understand their feelings. | * Develop a shared quality assurance approach with Lainshaw ECC to ensure our environment reflects the needs and interests of our learners. * Embed early intervention processes through collaborative working with other agencies to ensure individual learners are being fully supported. * Continue to develop a Communication Friendly environment through effective use of labelling and visual aids to encourage learners autonomy. |