



School Improvement Plan	Lainshaw Early Childhood Centre
Head Teacher	Jason Johnstone
Date Submitted	Submitted to Chief Education Officer on : 26 <sup>th</sup> June 2024

School/ Centre Vision and Values	<p>Lainshaw Early Childhood Centre’s vision is to build trust in our community by enabling families to believe they can be all they can be in life. We strive to encourage, nurture, empower, value, and respect our children and families, aiming to break down barriers in learning and communication. We aim to be at the heart of the community and welcoming all with equality, inclusion, and respect to be part of our daily practice, whilst instilling lifelong skills for children to be proud of.</p> <p><b><u>The Lainshaw Community shares the following values:</u></b></p> <p><b><u>Kindness Happiness Nurture Respect Empowerment</u></b></p>
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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.

<b>Consultation on improvement plan includes the following stakeholders:</b>	<b>Completed</b>
Children and Young People	Yes
Parent Council and Forum	Yes
Practitioners and ALL school/centre staff	Yes
Volunteers/ Community partners	N/A
Local bodies representing teachers, staff, volunteers and any parent bodies further associated to the school/centre.	N/A

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

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

Head Teacher / Head of Centre Signature:

**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"> <li>• Through observations of children’s behaviours, words and emotions, staff will plan high quality experiences based on children’s interests and developmental stages.</li> <li>• Involve children in leadership groups.</li> <li>• We will continue to embed a rights-based approach, respecting the voice of every child.</li> <li>• Children will be involved in evaluating their learning where appropriate.</li> <li>• Children will continue to choose when they want to play indoors/outdoors.</li> <li>• Opportunities for choice during free play will be plentiful.</li> <li>• Learning journals and playroom displays will capture children’s learning. As staff become more confident, involvement of the children will increase.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers will have access to children’s learning journals, enabling them to comment and add to their child’s profile.</li> <li>• Parents/carers will be invited into the centre for stay and play sessions.</li> <li>• Parents/carers will be invited to participate in PEEP sessions.</li> <li>• Parent Council meetings – standing item on agenda will be HGIOELC, School Improvement, and evaluation.</li> <li>• Parents/carers consulted on issues through use of our online parent questionnaires and blog system.</li> <li>• Parents/carers will have opportunities to participate in self-evaluation activities being consulted on areas for development and how it will impact ECC improvement.</li> <li>• Parent Association meetings encourage more ECC family members to be part of this and support the ECC in fundraising.</li> </ul> <p>Parent workshops delivered to share new practice and strategies, demonstrate learning and teaching across the curriculum and to enable parents to support learning at home.</p>

**Education Service Improvement Plan 1: 'Our Leadership'**

**We actively support, promote and enact leadership at all levels. Our children and young people are encouraged to be leaders of their learning in our centres, schools and commun. All staff have ready access to appropriate CLPL and experiences to promote leadership in every classroom, playroom and centre.**

Lead QI: 1.3 Leadership Of Change  
 QI: 1.1 Self-Evaluation for Self-Improvement  
 QI: 1.2 Leadership of Learning  
 QI: 1.4 Leadership and Management of staff / practitioners (ECC)  
 QI: 1.5 Management of resources to Promote Equity  
 QI: 2.7 Partnerships  
 QI: 3.3 Increase Creativity and Employability

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

FOR ECCs –

- Care Inspectorate Quality Framework (CIQF) – Key question 3 – How good is our leadership? And also linking in CIQF QI 4.1 Staff skills, knowledge and values.
- Health and Care (Staffing) (Scotland) Act 2019
- Health and Social Care standards - 3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes. HSCS 4.19 I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.

Ref.	Actions	Aims	Measures
1.1	Continue to develop leadership development, collaborative enquiry, practitioner enquiry, evidence-based practice and pedagogies to improve and develop high quality experiences, interactions and spaces.	<p>Ensure all staff have access to high quality professional learning that supports their development to improve experiences and outcomes for children and young people.</p> <p>Ensure SSSC registered staff are achieving the CLPL requirements.</p>	<p>Participation measures in CLPL programmes recorded on My SSSC.</p> <p>Evaluation of professional learning/ PRD and FACE data</p> <p>CIQF Q3 and 4.1 good or above</p> <p>Mentor meetings with Senior Leadership team.</p>
1.2	Ongoing and developing opportunities to ensure Quality Assurance Procedures are in place to support Inspection criteria.	Continue to develop our approaches to consistent quality assurance to support in developing a culture of self-evaluation and continuous improvement	<p>Analysis of Learning Visit reports to share good practice</p> <p>Attainment Data</p> <p>Quality assurance calendar in place</p> <p>Self-evaluation is completed</p>
1.3	Secure sustainable links to support collaboration with professionals who support children in the ECC (Teacher of the deaf, SALT, Teacher of the blind, Community Practitioner, Health Visitors, Physiotherapy)	Build further the collaborative culture across the LA by developing clear strategies for growing existing networks and for establishing new ones to contribute to ECC improvement	<p>TAF meetings</p> <p>Evaluation of collaborative events and forward actions</p> <p>Stakeholder survey data</p> <p>Inspection Reports</p>

<b>1.4</b>	Develop and deliver opportunities for children's voice to drive forward improvement in our schools and centres	Increase leadership opportunities for children through daily roles.  Embed Right Respecting Schools Approach (Gold) alongside Primary One.  Ensure that all management guidelines and practices across Education Services are grounded in our commitment to the UNCRC	Monitoring and tracking reviews.  RRS award.
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**Education Service Improvement Plan Priority 2 “Learning Together”**

**Our young people should experience a learning, teaching 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>Lead QI: 2.3 Learning, Teaching and Assessment          QI: 2.2 Curriculum          QI: 1.2 Leadership of Learning          QI: 2.5 Family Learning          QI: 2.6 Transitions          QI: 2.7 Partnerships          QI: 1.1 Self-evaluation for self-improvement          QI: 1.3 Leadership of change          QI: 2.2 Curriculum          QI: 3.2 Raising attainment and achievement</p>	<ol style="list-style-type: none"> <li>1. School and ELC leadership</li> <li>2. Teacher and practitioner professionalism</li> <li>3. Parental/carer involvement and engagement</li> <li>4. Curriculum and assessment</li> <li>5. School and ELC improvement</li> <li>6. Performance information</li> </ol>
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For ECCs :-

- CIQF – Key question 1 (1.3 play and learning, 1.4 family engagement, 1.5 Effective transitions) and key question 3 (3.2 Leadership of play and learning)
- Health and Care (Staffing) (Scotland) Act 2019
- Health and Social Care Standards - 2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.
- 1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.
- 1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.
- 1.32 As a child, I play outdoors every day and regularly explore a natural environment.

Ref.	Actions	Aims	Measures
1.	To develop a creative, innovative and inspiring curriculum which reflects the needs of their learners and their community.	Develop practitioner skills and knowledge in Nurture, STEM,	Peer observation  CPLD opportunities

	Support play pedagogy and quality observations to support children's individual learning in schools and ECCs	Numeracy and Outdoor Learning. Share practice with other ECC's.	Monitoring and QA measures to identify strengths and areas for improvement.
2.	Provide a range of professional leadership CLPL opportunities to embed a consistent approach to high quality learning, teaching and assessment. Increase frequency of practitioner enquiry across a range of pedagogical practice.	Increased collaborative professionalism opportunities across EAC and in house.  Leadership groups to plan, implement and evaluate learning of identified areas.  Shared understanding of pedagogy, assessment and strategies for raising attainment.	FACE  Staff evaluations
5.	Continue to work with parents/carers and partners to provide appropriate links between ECC and wider communities.  Opportunities for parents and carers engaging in children's learning and development e.g. PEEP Outdoor learning sessions. Involving parents in environmentally friendly initiatives.	Maximise partnership working opportunities to develop impactful links with establishments. Personal plans, parent/carer engagement programmes.	Parental engagement participation rates.  Parent Focus Groups.  Partner agency collaboration with establishments.  Leuven's scale
6.	Develop and embed a consistent approach to tracking and monitoring across all establishments, ensuring high quality and robust information to support learning at all transitions.  Continue use of EAC progression planners and developmental milestones.	Consistent understanding of progress towards early level of all children supporting effective transitions into P1.	All ECCs using single approach to tracking and monitoring.  Planning shows progression using progression planners.

7.	<p>Support staff to access high quality learning linked to digital learning and teaching.</p> <p>Provide a range of learning opportunities to support children and young people in developing their digital literacy skills.</p>	<p>Improve the quality and consistency of our approaches to using digital technologies for all staff.</p> <p>Reach out to young people on transition back to school.</p>	<p>Participation measures</p> <p>STEM Audit tool</p> <p>Staff evaluation</p>
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**Education Service Improvement Plan Priority 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.

<p>Lead QI 3.1          QI: 1.5 Management of Resources to promote equity          QI: 2.1 Safeguarding and Child Protection          QI: 2.2 Curriculum          QI: 2.3 Learning, Teaching and Assessment          QI: 2.4 Personalised Support          QI: 2.5 Family Learning          QI: 2.6 Transitions          QI: 2.7 Partnerships</p>	<ol style="list-style-type: none"> <li>1. School and ELC leadership</li> <li>2. Teacher and practitioner professionalism</li> <li>3. Parental/carer involvement and engagement</li> <li>4. Curriculum and assessment</li> <li>5. School and ELC improvement</li> <li>6. Performance information</li> </ol>
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For ECCs:

- CIQF – Key question 1 (1.1 nurturing care and support, 1.2 children are safe and protected) key question 2 (2.1 quality of the setting for care, play and learning)
- Health and Social Care Standards - 3.13 I am treated as an individual by people who respect my needs, choices and wishes, and anyone making a decision about my future care and support knows me.

Ref	Actions	Aims	Measures
3.1	<p>Develop a system for assessing, tracking and analysing dysregulated behaviour for consistent use across all settings.</p> <p>Continue to build staff confidence in supporting children with intensity of dysregulated behaviour, including strong focus on staff wellbeing.</p>	<p>That all children are supported in their learning environments by building effective relationships</p> <p>Processes in place to ensure accurate and consistent</p>	<p>Data from tracking system and dashboard for children with identified ASN</p> <p>ABC Forms</p> <p>Risk assessments</p>

		<p>reporting and recording of any significant incidents.</p> <p>Reduced frequency and intensity of incidences of dysregulated behaviour in educational establishments</p> <p>Reduced incidences of restraint and physical intervention</p>	<p>Attainment data</p> <p>Exclusion data</p> <p>Transition data at key stages</p> <p>ECC Leuven scale data</p> <p>CIQF Key question 1 – good or above</p> <p>Health and Wellbeing milestones tracking (3+) and progression pathways tracking (0-3).</p> <p>Staff consultations and feedback</p>
3.2	<p>Ensure specific focus on meeting needs of learners who have neurodevelopmental needs such as Autism, and ADHD; and Social, Emotional and Behavioural Needs linked to adversity and developmental trauma.</p>	<p>Further develop Nurture and relational practice at both universal and targeted levels for children requiring this level of support.</p> <p>Ensure all of our children experience inclusive learning experiences and supportive relationships.</p>	<p>Team Around the Family Meetings</p> <p>Introduce new ASN tracking and monitoring framework from EAC.</p> <p>Nurture Audit tool</p> <p>Attainment data</p> <p>Playroom monitoring</p>

<p>3.6</p>	<p>Continue to support ECC staff to embed the authority Planning, Learning, Teaching and Assessment Guidance, and the <u>HWB Progression Frameworks</u>, to ensure continued ambitious progress.          Coordinate the support and development opportunities for networks of staff and multi-agency partners who provide early help to those in need.</p> <p>Identify common Request for Assistance themes and plan ways to address these through CLPL and provisions of support.</p>	<p>Improved knowledge, confidence and practice across a range of health and wellbeing areas.          Increased early intervention and prevention of wellbeing difficulties</p> <p>Provision of high quality teaching and learning which meets the needs of the learners and ensures they reach their full potential.</p> <p>Support children to build respectful relationships with each other through ECC values.</p>	<p>HWB attainment levels</p> <p>.</p> <p>Update policies for tracking and monitoring.</p>
	<p>Continue to support children’s communication and language needs through implementation of Makaton, BSL and visual aids.</p>	<p>All children feel listened to, while feeling empowered and respected.</p> <p>For all staff to use signs daily.</p> <p>Include parents in learning signs.</p>	<p>Sign of the week.</p> <p>CPLD training from SALT/Hayley communication champion.</p> <p>Parent workshops.</p>

Education Service Improvement Plan Priority 4: Our Attainment, Destinations and Achievements			
<p><b>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.</b></p>			
<p><b>Lead QI: 3.2</b>            QI: 1.5 Management of resources to Promote Equity            QI: 2.2 Curriculum            QI: 2.4 Personalised support            QI: 2.6 Transitions            QI: 2.7 Partnerships            QI: 3.3 Developing creativity and skills for life and learning</p>		<ol style="list-style-type: none"> <li>1. School and ELC leadership</li> <li>2. Teacher and practitioner professionalism</li> <li>3. Parental/carer involvement and engagement</li> <li>4. Curriculum and assessment</li> <li>5. School and ELC improvement</li> <li>6. Performance information</li> </ol>	
<p>For ECCs:-</p> <ul style="list-style-type: none"> <li>• CIQF: Key question 1 (1.3 Play and Learning, 1.5 Effective transitions), key question 2 (2.1 and 2.2), Key question 3 (3.2 Leadership of play and learning), key question 4 (4.1 staff skills, knowledge and values)</li> <li>• Health and Social Care Standards: 1.27 I am supported to achieve my potential in education and employment if this is right for me</li> </ul>			
Ref.	Actions	Aims	Measures
1.	<p>Develop a Raising Attainment Strategy to improve outcomes for all learners and reduce inequity of outcomes, including a focus on accelerating progress in early primary and ELC.</p> <ul style="list-style-type: none"> <li>• Improve Maths and Numeracy across the centre so that 50% of pre-school children are green in “during/towards end of the level.”</li> <li>• Improve Maths and Numeracy across the centre so that 75% of children are green in the “beginning of level”.</li> <li>• Improve Literacy attainment with a focus on rhyme so that 75% across all ages are green in their</li> </ul>	<p>Improve learner attainment and achievement In early level. Providing support and challenge where appropriate.</p> <p>Share knowledge with P1 colleagues to progress learning.</p>	<p>Raising attainment and achievement will be evaluated as ‘good’ or better in all establishments.</p> <p>ECC securing children’s progress / CIQF key question 1 and 2 good or better.</p>

2.	Review tracking and monitoring procedures to improve the use of progress information in early level and at points of transition.	Improve the quality of transition information shared with other ECC's and P1.	Tracking and monitoring reviewed termly by ELCP to track progression.
3.	Improve how we analyse and use data to support ECC improvement.	Build capacity of all staff in effective engagement in using available internal and external tracking and monitoring tools.	The percentage of children and young people achieving the expected Curriculum for Excellence levels will increase.
5.	<p>A clear strategy is in place for all Scottish Attainment Challenge funding (Strategic Equity Funding, Pupil Equity Funding and Care Experienced Children and Young People Fund) to achieve</p> <ul style="list-style-type: none"> <li>• Excellence through raising achievement and improving outcomes: ensuring that every child and young person achieves the highest standards in literacy and numeracy.</li> <li>• Equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap.</li> </ul> <p>Seamless transition from ECC to Primary one through better working relationships and opportunities to play and learning in the same environment while raising attainment in literacy, numeracy and health and wellbeing.</p>	To develop a Transition Playroom for both ECC and P1 that will target Literacy, Numeracy, HWB and ASN.	<p>Numeracy audit tool</p> <p>Numeracy training</p> <p>Parent Involvement in person and at home.</p> <p>Moderation with Stewarton Group</p> <p>New resources through PEF funding.</p>



Summary of Improvement Plan

<b>Our Leadership</b>	<b>Teaching and Learning Together</b>
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<b>Our wellbeing and belonging</b>	<b>Our Attainment, Destinations and Achievements</b>
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