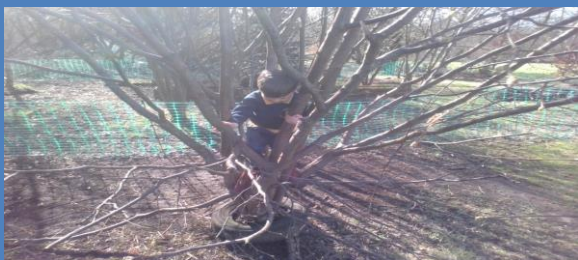


East
Ayrshire
Council
Education
Service

Establishment: Lainshaw
ECC



Establishment
Improvement
Plan
2025-26

| | |
|------------------------------------|---|
| ECC Improvement Plan | Lainshaw Early Childhood Centre |
| Head Teacher/Head of Centre | Mrs Jennifer Martin (Acting) |
| Date Submitted | Submitted to Chief Education Officer on : June 2025 |

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| School / Centre Vision and Values | <p><u>Vision Statement</u></p> <p>Lainshaw Early Childhood Centre's vision is for every child to reach their full potential through having the confidence to express their individuality in a community where they feel safe and show respect for others. We strive to build trust and nurturing relationships with our children and families by welcoming all with equality, inclusion and kindness.</p> <p>We aim to break down barriers in learning & communication through play whilst empowering each other to develop lifelong skills that encourage children to be successful learners.</p> <p><u>Values</u></p> <p>Truthfulness Happiness Accountability Nurture Kindness</p> |
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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.

| SIP Consultation included the following stakeholders: | Complete | Content of plan | Complete |
|--|----------|---|----------|
| Children and Young People | Yes | 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 | Yes |
| Parent Council and Forum | Yes | HGIOS 4 and QIF (Early Years) 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/ | Yes |
| Teachers, practitioners and ALL school/centre staff | Yes | 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/ | Yes |
| Volunteers/ Community partners | Yes | Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff. | Yes |
| Head Teacher / Head of Centre Signature: <i>Jennifer Mordaunt</i> | | An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people. | Yes |

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

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: |
|---|---|---|--|
| 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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Growth • Wellbeing • Fairness • Sustainability Action areas <ol style="list-style-type: none"> 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. | | |

| Our Leadership: Improvement priority: To improve monitoring and self-evaluation processes across the centre. | | | | | | | | | |
|---|---|---|---|----------------------|------------------|---|---------------|---|--|
| Rationale: The new quality improvement framework will be officially launched in September 25 and will be used as part of all scrutiny activity. Feedback from our authority audit also identified actions from self-evaluation should be clearly evidenced. Staff leadership is focus from Care Inspectorate feedback to develop skills and knowledge across the ECC. | | | | | | | | | |
| NIF key drivers: | School & ELC leadership | | School & ELC improvement | | Select driver | | Select driver | | |
| QIF ELC: | Leadership and management of staff and resources CI | Staff skills, knowledge, values and deployment CI | Leadership of continuous improvement ES | Play and learning CI | | Children's progress ES | | Select QI | |
| ESIP key priorities: | N Teaching & Learning | | | N Our Wellbeing | | N Our attainment | | | |
| Outcomes for our learners | | Our actions/Approaches/Interventions | | PEF | Who | Measures | | Review/milestones | |
| <p>By June 2026, all (75) children will experience high quality interactions, spaces and experiences almost all of the time (confirmed in monitoring records).</p> <p>By June 2026 all children will have made progress in their learning as a result of accessing a service, where quality assurance and improvement are led well (All children will have achieved a minimum of 2 next steps per term. Progress will be evident for all children using + function).</p> <p>Staff leadership skills and experience identified in FACETIMES that will contribute</p> | | A training session will be planned and facilitated to introduce the new quality improvement framework to staff. | | N/A | DM SLT | Training evaluations Monitoring and self-evaluation records and reviews. | | September 25 / April 26 Termly | |
| | | Self-evaluation will form part of the monthly meeting cycle, to enable staff to become familiar with using the new framework and methodology and linking to our ‘Excellent Experience’. | | N/A | SLT | Meeting calendar Self-evaluation records and reviews | | Monthly | |
| | | 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 | Monitoring records and reviews | | Termly | |
| | | 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 Biannually Annually | |
| | | 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 | | Termly Termly Termly | |

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|--|--|-----|-----------|---|--------|
| to personalised leadership teams where improvement plans will be implemented with targets set. | | | | Children's individual observations (narrative will capture progress). | Termly |
| | Detailed Improvement projects using Methodology will be used in each leadership group to progress will be tracked to evidence improvements made. | N/A | ALL STAFF | Improvement Methodology to track progress. | Termly |

Teaching and Learning Together: Improvement priority: To make progress in literacy tracking for children going in to Primary one and ensure that targeted children achieve the highest results in communication and language assessments.

Rationale – It was evident from our self-evaluation that experiences for children with a significant Additional Support Need require more support to express and understand routines, instructions and developing their interactions with staff and peers. Our ASN Audit showed the number of children attending the centre has increased so that 20/75 (27%) of children attending the centre have an identified ASN. 13/21 (66%) of these children have a delay in their communication and language skills.

| NIF key drivers: | Curriculum & assessment | | Parent/carers involvement & engagement | Select driver | | Select driver |
|---|--|---------------|--|--------------------------------------|---|--------------------------------------|
| QIF ELC: | Play and learning CI | Curriculum ES | Learning, teaching and assessment ES | 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 | Our actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones |
| By June 2026 all children (27) transitioning to mainstream primary school will make very good progress across literacy development milestones. Almost all children attending additional support groups for communication and language will secure very good progress across the identified areas communication and | Staff will agree on the eight numeracy milestones to focus on. These will be selected from the EAC monitoring and tracking tool (16 in total). | | N/A | HT/DM/SELCP | EAC monitoring and tracking tool Staff meeting minutes (reports of progress) | Termly Termly |
| | All Staff will track children's literacy 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 numeracy milestones. | | N/A | HT/DM/SELCP | 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 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 | | N/A | HT/DM/SELCP | Planning records Literacy coverage tracker Planning monitoring | Termly Termly Termly Termly |

| | | | | | |
|--|---|------------|---------------------------|---|--|
| <p>language assessments (13/21).</p> <p>All children transitioning to school will be rated amber (all 27) and/or green (44 children) on the eight identified milestones (amber confirms children are making good progress/green confirms the skill has been achieved).</p> <p>All children will make progress across the breadth of the literacy outcomes (data will be pulled using + function in Nov 25 and May 26).</p> | <p>children to develop their listening and attention skills. Appropriate audits will be used to improve the environment further.</p> | | <p>Communication Lead</p> | <p>SLT observations of experiences, interactions and spaces The ECERS-E scale audit and reviews</p> | <p>Biannually</p> |
| | <p>Staff will facilitate a parent/carer workshop to raise awareness of the importance of early communication experiences within the home and beyond.</p> | <p>N/A</p> | <p>Communication Lead</p> | <p>Parent/carer surveys Parent/carer contributions on learning journals Progress captured in children's individual observations Children's individual achieved NS</p> | <p>Biannually Biannually Termly Termly</p> |
| | <p>Staff will plan 3 stay and play sessions over the academic year with a focus on providing fun, stimulating communication/literacy experiences for children and parents/carers.</p> | <p>N/A</p> | <p>Communication Lead</p> | <p>Parent/carer surveys Parent/carer contributions on learning journals Progress captured in children's individual observations Children's individual achieved NS</p> | <p>Biannually Biannually Termly Termly</p> |

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|--|--|---|--------------------------------------|------------------------------------|---|---|
| Our Wellbeing and Belonging: Improvement priority: To embed the nurture principles across all aspects of service provision. | | | | | | |
| Rationale – Within self-evaluation records it is clearly evident that approaches to supporting children’s wellbeing is not fully consistent across the whole staff team due to significant staffing changes. The high level of children with an additional support need and children requiring support to regulate and understand their emotions has continued to grow, therefore a focus on the nurture principles we feel would have the biggest impact to our children and families. | | | | | | |
| NIF key drivers: | Teacher & practitioner professionalism | | School & ELC improvement | | Performance information | |
| 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 | Select driver |
| ESIP key priorities: | N Our Leadership | | N Teaching & Learning | | N Our attainment | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | PEF | Who | Measures | Review/milestones |
| <p>By June 2026, the health and wellbeing of all children (74) will improve by providing a fully inclusive and nurturing environment. Evidence within self-evaluation records will capture the impact of changes/improvements on outcomes for children.</p> <p>All children (31) transitioning to school will have achieved 90% of the tracked health and wellbeing outcomes by June 2026.</p> | <p>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 environment (excellent environment)’ looks like and this will be used to measure impact.</p> | | N/A | HT/DM/ SELCP Nurture Lead | <p>SLT observations of spaces, interactions and experiences – evaluate against ‘excellent environment’.</p> <p>Termly observation of children settling.</p> | <p>Termly</p> <p>Termly</p> |
| | <p>A training session will be delivered to staff, with a focus on Nurture Principle 1, 2 and 4 that have been identified by staff with the Ed Psychologist to build on previous training.</p> | | N/A | DM Nurture Lead DM | <p>A scaling exercise will be completed as a baseline before training commences. Further scaling will then be complete following any training sessions to evaluate the effectiveness of training and measure any changes in staff confidence. Evidence from playroom monitoring will be used to confirm the impact on learners.</p> <p>Environment improvement scales - ECERS</p> | <p>October 25/ April 26</p> <p>Termly</p> <p>Termly</p> |

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|---|--|-----|----------------------------------|--|--|
| <p>All children (74) will make progress across the HWB outcomes (data will be pulled using + function in Nov 25 and May 26).</p> <p>All children (74) will confidently separate from their parents/carers almost all of the time.</p> | A respectful relationships policy will be created to support consistent practice across the centre. This policy will be shared with parents 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 | DM | Respectful relationships policy Policy reviews SLT observations of interactions Notifications | October 2025 Termly Termly Biannually |
| | The staff team will implement their new vision, values and aims across the ECC with children and families that have helped shape them. | N/A | All staff | Shared in new parent information booklet. Playroom practice observations Parent survey feedback. | Biannually |
| | Social stories will be created and used to support children's emotional wellbeing and mental health. These will be shared through various platforms. | N/A | SELCP | Progress evident in children's individual MY plans, personal plans and assessments. Leuven scale observations SHANARRI observation. | 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 more predictable. Staff will ensure children are given prior warnings before all 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. | N/A | SLT Communi cation Lead | Progress evident in children's individual MY plans, personal plans, boxall assessments and observations (children's actions, words and emotions). Formal monitoring of profiling Playroom practice observations Attendance statistics CC time – visuals Peer monitoring | Termly Termly Termly Termly |
| | 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 |
| | | | | | |
| | Staff will work well together to create a relaxed atmosphere for children during mealtimes, free from interruptions and increased noise levels. | N/A | HT/DM/ 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, | N/A | HT/DM/ SELCP | Playroom practice observations (spaces, interactions and experiences). | Termly |

| | | | | | |
|---|---|-----|---------------------------------|--|---|
| | 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. | | DM | Monitoring and tracking – HWB. | Termly |
| | Continue to work alongside Primary School to gain the GOLD Right's Respecting School Award. Children will be involved in groups to learn about individual rights and staff will implement these rights daily. | N/A | All staff & Mrs Dudgeon P1 | RRS assembly Playroom monitoring and practice. Learning Journal observations. | Termly |
| All children who have experience of care are supported by staff to ensure improved attainment outcomes and wellbeing. | Staff within the ECC will develop an awareness and understanding of The Promise and all that is included within the national guidance and local authority priorities. All ECC staff will complete Level 1-3 training. All staff will be clear on who our care experienced learners are and provide enhanced support that ensures improved wellbeing and educational outcomes. | N/A | J Martin HT All Staff | The Promise is evident in practice. Data is recorded and kept up to date by ASN Coordinator. Track attendance and attainment of children with experience of care. Plan and add interventions if necessary. | August 2025 Termly 6 weekly |

| Our Attainment, Destinations and Achievements: To improve the quality of targeted intervention within the ECC | | | | | | | |
|--|--|--------------------------------------|--|-----|---|--|--|
| Rationale –Progress made from last years targeted intervention to challenge and support was successful for both literacy and numeracy outcomes demonstrated on Learning Journals. It was also concluded through in-house self-evaluation (see S&Q for more information) that planning approaches to targeted intervention had minimal evidence therefore we would to further develop and evidence this. | | | | | | | |
| NIF key drivers: | Curriculum & assessment | | Parent/carers involvement & engagement | | Select driver | | Select driver |
| QIF ELC: | Play and learning CI | Learning, teaching and assessment ES | Nurturing care and support CI | | Wellbeing, inclusion and equality ES | Children's progress ES | Select QI |
| ESIP key priorities: | N Our Leadership | | N Teaching & Learning | | N Our Wellbeing | | |
| Outcomes for our learners | Our actions/Approaches/Interventions | | | PEF | Who | Measures | Review/milestones |
| By June 2026 all children (74) will have made progress in their learning. All children will have achieved a minimum of 2 next steps each term. Progress over time will be evident for all children when using the + function. By June 2026 progress will be evident within all My Plans and assessments. (TT/BOX/CC) | 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. | | | N/A | SLT | Excellent Experience Excellent Environment Curriculum rationale review Monitoring and reviews EAC monitoring and tracking tool Children's individual next steps | October 2025 October 2025 October 2025 Termly Termly Termly |
| | Group work programmes 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. 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. | | | N/A | DM/SELCP Literacy Lead Communication Lead | Cohort tracking Planning monitoring Group planning monitoring EAC monitoring and tracking tool Children's individual next steps | Termly Termly Termly Termly Termly |
| | The communication champion will attend appropriate training events, liaising closely with Speech and Language therapists and will support staff in adopting effective early | | | N/A | Communication Champion (CC) | Monitor CC Plans, actions and reviews Monitor children's progress within MY PLANS and Teaching Talking assessments Audit SALT referrals | Termly Termly Biannually |

| | | | | | |
|--|--|-----|--------------------------------------|---|-----------------------|
| | communication and language strategies. An audit will be used to track changes/improvement. | | | | |
| | Teaching talking assessments will be used by staff when concerns are noted with children's speech and language 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. | N/A | Communication Champion Keyworkers | Teaching Talking assessments My Plans | Termly Biannually. |
| | Staff training on the assessment process and implementation of specific target setting to ensure progress is achievable and specific for every child with an ASN. Staff training in using different monitoring and tracking development milestones including 'Being Me' and 'ASN tracker'. | N/A | | My Plan target setting – reviews Self-evaluation | Biannually |

Summary of Improvement Plan directly linking to Education Service Improvement Plan

| Our Leadership | Teaching and Learning Together |
|---|---|
| <ul style="list-style-type: none"> <i>All children will experience high quality interactions, spaces and experiences almost all of the time.</i> <i>All children will have made progress in their learning as a result of accessing a service, where quality assurance and improvement are led well.</i> <i>Staff leadership skills and experience identified in FACETIMES that will contribute to personalised leadership teams.</i> | <ul style="list-style-type: none"> <i>All children transitioning to school will make very good progress across literacy development milestones.</i> <i>Almost all children attending additional support groups for communication and language will secure very good progress across the identified areas communication and language assessments.</i> <i>All children will make progress across the breadth of the literacy outcomes.</i> |
| Our wellbeing and belonging | Our Attainment, Destinations and Achievements |
| <ul style="list-style-type: none"> <i>The health and wellbeing of all children will improve by providing a fully inclusive and nurturing environment.</i> <i>All children transitioning to school will have achieved 90% of the tracked health and wellbeing outcomes by June 2026.</i> <i>All children who have experience of care are supported by staff to ensure improved attainment outcomes and wellbeing.</i> <i>All children will make progress across the HWB outcomes.</i> <i>All children will confidently separate from their parents/carers almost all of the time.</i> | <ul style="list-style-type: none"> <i>All children will have made progress in their learning. All children will have achieved a minimum of 2 next steps each term. Progress over time will be evident for all children.</i> <i>By June 2026 progress will be evident within all My Plans and assessments for all children.</i> |