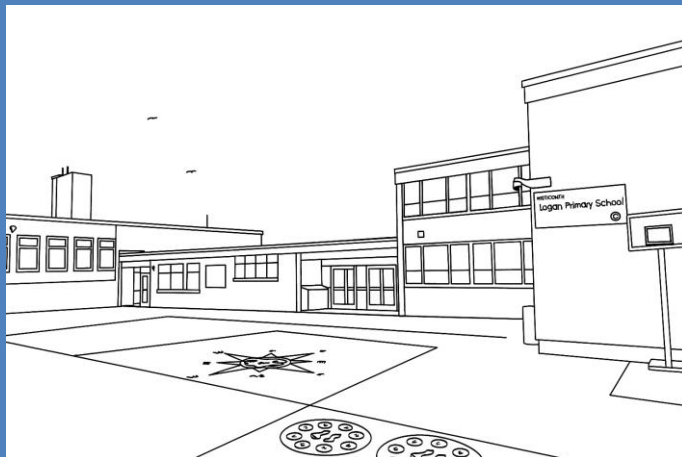


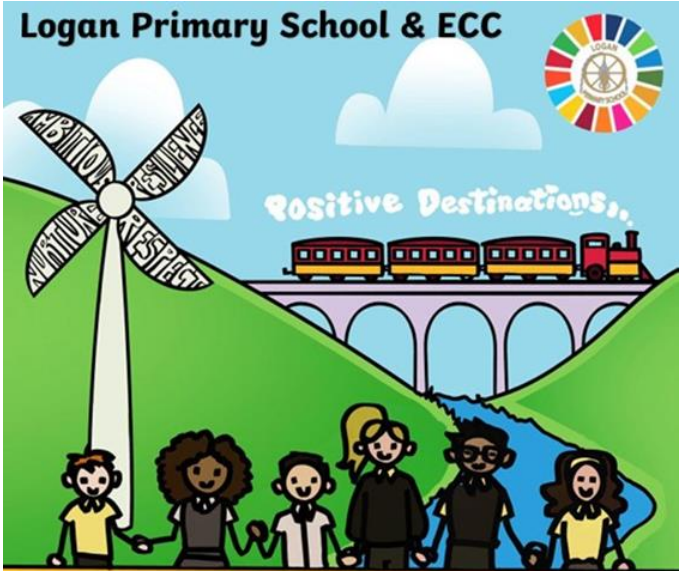
**East
Ayrshire
Council
Education
Service**

**Logan Primary School and
Early Childhood Centre**



**Establishment
Improvement
Plan
2026-27**

Head Teacher	Mrs Sarah Robson
Date Submitted	Submitted to Chief Education Officer on: 25 th June 2026

School / Centre Vision and Values	Values Vision Aims  Logan Primary School & ECC Positive Destinations In our community, hand-in-hand, together we grow, together we stand We aim to provide a rich, challenging curriculum in a safe and nurturing environment, fostering resilience, ambition and respect to empower curious, independent learners for the future.
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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 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/	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>Sarah Robson</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
We intend to involve child in decisions relating to the operation of the establishment through- • Suggestion Box • Whole school assemblies • House Captains and Vice Captains • Pupil Leadership Areas • Pupil Council • Questionnaires and Surveys • GMWP • In class/ centre consultations • Observations of children's play • Pupil Focus Groups and self-evaluation using – HGIOURS4	We intend to involve parents and carers in decisions relating to the operation of the establishment through- • Parent Council Engagement • Questionnaires and Surveys • Self-evaluation activities • Parent/Carer workshops • Stay and Play/ PEEP sessions • Parents' night consultations • Open Afternoons

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: 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.		



Logan Primary School

Improvement Priorities

2026/2027

Compiled by Mrs Robson

Our Leadership: Improvement priority: What is going to be the focus of this priority?

Develop a culture of empowered teacher leadership where all staff confidently use attainment, assessment and wellbeing evidence to lead improvement within their classrooms, make informed decisions about targeted support and work collaboratively to ensure equity and excellence for every learner.

Rationale – Over the past session, staff have begun to develop their understanding and use of attainment, assessment and wellbeing data to inform classroom practice. As the availability of additional support continues to reduce, class teachers play an increasingly important role in identifying need, planning targeted interventions and monitoring their impact. This priority will build staff confidence and capacity to use data effectively, empowering teachers to make informed decisions that ensure timely, targeted support and improved outcomes for all learners.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		Performance information	
HGIOS4 QIs:	1.3	2.3	1.1	1.2	3.2	Select QI		
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	
ESIP key priorities:	Y Teaching & Learning		Y Our Wellbeing			Y Our attainment		
Outcomes for Our Learners		Our Actions/ Approaches/ Interventions		PEF	Who	Measures/ Outcomes		Review/ Milestones
Learners receive timely, targeted support based on accurate analysis of attainment and wellbeing data, resulting in improved progress and achievement for all.		- Teachers will routinely use attainment, assessment and wellbeing data to identify learner needs, plan targeted interventions and monitor impact. - Class teachers will take ownership of identifying, implementing and reviewing support for individuals, working collaboratively with support staff and senior leaders. - Regular pupil progress meetings will focus on data-informed planning and next steps. - Data analysis both individually and as a team. - Involvement in National Writing Programme. (Priority 2) - Involvement in Thinking Classrooms approach. (Priority 2)			All staff	Pupil Outcomes - Learners receive timely, targeted support that meets their individual needs. - Increased learner engagement, confidence and participation across all classes. - Improved progress and attainment for identified learners, with a reduction in gaps in attainment. - Children can talk confidently about their learning, progress and next steps. Staff Outcomes - All teachers confidently use attainment, assessment and wellbeing data to identify need,		August-September - Revisit school tracking systems and expectations for using attainment, assessment and wellbeing data. - Establish baseline attainment and wellbeing data for all learners. October-December - Staff use data to identify learners requiring targeted support and implement interventions.

				plan targeted interventions and monitor impact. • Staff take increased ownership of learner progress through regular analysis of data and collaborative professional dialogue. • Increased consistency across the school in the use of tracking, assessment and evidence to inform planning and teaching. • Staff demonstrate increased confidence in using evidence to evaluate the impact of interventions and adapt practice accordingly. Evidence Base • School tracking and attainment data- Qualitative and Quantitative. • Quality assurance activities (learning walks, classroom observations and jotter monitoring). • Child's Plans. • Pupil voice. • Staff surveys.	• First round of learning walks and quality assurance focusing on responsive teaching, differentiation and use of assessment. January-March • Data analysis completed collaboratively to identify trends, strengths and next steps. • Moderation activities strengthen teacher professional judgement. April-June • Evaluate the impact of professional learning on classroom practice.
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Teaching and Learning Together: Improvement priority:

We will embed a consistent, evidence-informed approach to high-quality learning, teaching and assessment across the school, ensuring all staff use effective questioning, responsive assessment, high-quality differentiation and agreed pedagogical approaches to meet the needs of every learner.

Rationale –

Building on the work undertaken through our Leaders of Learning programme during session 2025/26, we will embed a consistent whole-school approach to high-quality learning, teaching and assessment. By defining the key features of our *Excellent Lesson*, we will ensure all learners experience engaging, inclusive lessons where they understand their learning, receive appropriate support and challenge, and are empowered to make sustained progress.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		School & ELC improvement					
HGIOS4 QIs:	2.3		1.3		3.2		2.4		1.2		Select QI	
ESIP key priorities:	Y Our Leadership				Y Our Wellbeing				Y Our attainment			
Outcomes for Our Learners		Our Actions/ Approaches/ Interventions			PEF	Who	Measures/ Outcomes			Review/ Milestones		
- All children, with varying degrees of support, will regularly engage in high-quality discussions, respond to effective questioning and use feedback to improve their learning. - Children make sustained progress in their learning and are confident in discussing their next steps. -Our writing attainment data in p6 will increase to 76% (+5 learners) (Baseline 47%- 8 out of 17 learners)		• Appoint a PEF-funded Principal Teacher to lead improvements in pedagogy, coaching staff and monitoring impact across the school. • Formalise our Excellent Lesson model into a child-friendly, whole-school framework, establishing clear expectations for lesson structure, learning intentions, success criteria, questioning, feedback and learner participation. • Strengthen staff practice in effective questioning, high-quality differentiation and formative assessment to ensure learning is responsive and meets the needs of all learners, particularly those who are disengaged or require additional challenge or support, through the following CLPL-			✓	PEF PT Pedagogy HT	Learner Outcomes • Increased learner engagement and participation across all classes. • Improved attainment and progress for all learners, including those previously identified as disengaged. • Children confidently explain their learning, success criteria and next steps. Staff Practice • Consistent implementation of the Excellent Lesson framework across the school. • High-quality questioning, differentiation and formative assessment evident in learning observations.			August-October • Excellent Lesson Framework introduced and used • PEF PT starts coaching and supporting staff. • Writing programme and Thinking Classrooms begin. November-January • Excellent Lesson Framework evident in most classes. • Improved questioning, differentiation and formative assessment.		

	- Selected staff participation in the National Improving Writing Programme, sharing learning to improve writing pedagogy and outcomes across the school. - Pilot the Thinking Classrooms approach in selected classes, evaluating its impact on learner engagement, independence and mathematical thinking before considering wider implementation. - Develop professional learning through peer observations, coaching, learning walks and collaborative moderation to build consistency across P1–P7.		CW, BJ, KD	• Increased confidence in using assessment information to plan responsive learning. Evidence Sources • Learning walks and classroom observations. • Pupil voice and engagement surveys, e.g. Leuven Scale. • Teacher professional judgement and moderation. • Standardised and formative assessment data. • Writing attainment data and data from writing programme, e.g. run charts, Pareto's, Fishbones.	• Staff sharing learning from the writing programme. February-April • Consistent use of the Excellent Lesson Framework across the school. • Staff confidently use assessment and feedback to support progress. • Coaching and professional learning leading to improved classroom practice. • Writing attainment remains on track to meet the school target. May-June • Consistent high-quality learning and teaching across the school. • Strong use of questioning, differentiation and feedback in all classes.
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Our Wellbeing and Belonging: Improvement priority:

We will embed a consistent, whole-school approach to building resilience from Nursery to P7, ensuring all staff confidently use shared, evidence-informed approaches

Rationale –

Throughout session 2025/26, we identified that many of our children require further support to develop resilience in their learning, emotional regulation and relationships. Difficulties in managing challenge and resolving conflict can reduce valuable learning time and impact progress. While we have introduced Zones of Regulation and undertaken professional learning in de-escalation strategies, we now need to embed a consistent, whole-school approach to building resilience from Nursery to P7.

NIF key drivers:	Curriculum & assessment		Teacher & practitioner professionalism	Parent/carers involvement & engagement		School & ELC improvement
HGIOS4 QIs:	3.1	2.3	3.2	Select QI	Select QI	Select QI
ESIP key priorities:	Y Our Leadership		Y Teaching & Learning		Y Our attainment	
Outcomes for Our Learners	Our Actions/ Approaches/ Interventions		PEF	Who	Measures	Review/ Milestones
- Children feel included, valued and supported to engage in their learning, learn from mistakes and celebrate progress. - Children show greater resilience and persevere when faced with challenge. - Children use a shared language to recognise, understand and manage their emotions. - Children build positive relationships by resolving conflict more independently and respectfully.	• Develop and implement a whole-school resilience framework from P1 to P7, creating a shared language, expectations and progression for resilience skills and emotional regulation, further embedding our Zones of Regulation approach and Sea of Emotions analogy. • Explicitly teach resilience skills through planned learning experiences, including coping with mistakes, managing conflict, embracing challenge, developing a growth mindset and reflecting on personal progress. • Work with the Educational Psychologist to undertake NME (Neurosequential Model in Education) training, developing staff understanding of brain development, trauma-informed practice and relational approaches to supporting children's resilience.		✓	PEF PT Wellbeing and ASN coordinator	Learner Outcomes • Increased resilience observed during learning, with children persisting when tasks become challenging. • Reduction in low-level conflict and improved peer relationships. • Increased use of emotional vocabulary and self-regulation strategies. Staff Practice • Consistent whole-school use of resilience language, Zones of Regulation and the Sea of Emotions framework. • Staff confidently apply NME-informed approaches and restorative strategies. Evidence Sources • GMWP survey. • Learner conversations and surveys.	August-September • Establish baseline through pupil, staff and parent voice. • Audit current practice. • Introduce resilience improvement priority and refresh Zones of Regulation. October-December • NME professional learning begins. • Develop progression pathway and shared resilience language- begin to pilot. January-March • Learning walks and observations/coaching

	• Develop staff professional learning focused on coaching language, restorative conversations, emotional coaching and strategies that promote perseverance. • Engage families in understanding the school's resilience approach through workshops, newsletters and shared language to strengthen home-school partnerships. • Increase staff knowledge and understanding of The Promise through CLPL. (<i>ESIP</i>: 3.3)			• Classroom observations and learning walks. • Behaviour and incident monitoring. • Attendance and engagement data where appropriate. • Staff self-evaluation against agreed resilience framework. • Parent feedback. Pareto/ Fishbone	conversations focused on resilience practice. • Evaluate consistency across Nursery–P7. • Mid-year review using wellbeing and behaviour data. April-June • Evaluate impact through learner voice, staff reflection and attainment/engagement evidence. • Identify next steps and embed successful practice into school policy and curriculum planning.
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Our Attainment, Destinations and Achievements: Improvement priority:

We will implement a consistent, whole-school approach to promoting, monitoring and improving attendance, ensuring attendance data is used proactively to identify barriers, provide timely support and strengthen partnerships with families. Through this, we will increase attendance, reduce persistent absence and improve engagement, attainment and wellbeing for all learners.

Rationale –

Self-evaluation has identified a clear link between lower attendance and reduced attainment for a number of our learners. To maximise outcomes for every child, we need a more robust and consistent approach to monitoring attendance, identifying concerns early and implementing timely, targeted support. Building on our priorities to develop resilience and strengthen learning, teaching and assessment, we will create a clear attendance policy and staged intervention pathway that promotes positive relationships with families, improves engagement and ensures every child has the best opportunity to succeed.

Data-

Within our new p6 cohort 4 out of 9 off-track learners for writing also had attendance flags in 2025/2026.

In 2025/2026 the average attendance of Quintile 1 pupils was 89.6%.

In 2025/26 there were 1179 late-comings across the year, averaging at 10.23 per pupil (based on 114 pupils).

All of the above cause disruption in pupils learning and therefore require to be addressed.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Curriculum & assessment		Performance information	
HGIOS4 QIs:	1.1	1.2	2.4	3.1	3.2	Select QI		
ESIP key priorities:	Y Our Leadership			Y Teaching & Learning		Y Our Wellbeing		
Outcomes for Our Learners	Our Actions/Approaches/Interventions			PEF	Who	Measures		Review/milestones
<i>Improve the attendance of p6 learners who in year 25/26 are both off track in writing and have attendance flags (Baseline 4 out of 9 off track learners- 24% of p6)</i> <i>Improve the attendance of our SIMD Quintile 1 pupils from 89.6% to 91%</i>	- Develop and implement a whole-school Attendance Policy and staged Attendance Flowchart, ensuring consistent expectations and responses across the school. - Introduce robust systems for monitoring attendance, analysing patterns and identifying concerns at the earliest opportunity. - Hold regular attendance reviews alongside attainment and wellbeing data				DHT	Pupil Outcomes - Increased overall school attendance. - Reduction in persistent absenteeism. - Improved attainment and achievement for learners previously identified with poor attendance. Staff Outcomes		August-September - Develop Attendance Policy and Attendance Flowchart. - Establish baseline attendance figures and targets.

<i>Reduce late-comings from an average of 10 per pupil to 5. (Baseline 114 pupils- 1179 lates- average of 10.34%)</i>	to identify pupils requiring targeted support and ensure interventions are evaluated. • Strengthen partnerships with families through early communication, supportive conversations and collaborative planning. • Use attendance data alongside wellbeing and attainment information to evaluate the impact of interventions. • Celebrate and promote positive attendance through individual positive messaging. • Target late-coming with regular updates to parents.			• Attendance is routinely discussed through Professional dialogue and pupil progress meetings. • Staff develop stronger partnerships with families to improve attendance and engagement. Evidence Base • Whole-school attendance data demonstrates improved attendance and reduced persistent absence. • Attendance tracking identifies timely interventions and reviews. • Attendance, attainment and wellbeing data demonstrates positive correlations over time. • Quality assurance evidences consistent implementation of the Attendance Policy and Flowchart.	• Share expectations with staff and families. October-December • Attendance monitoring embedded across the school. • First attendance review meetings completed. • Targeted interventions implemented and monitored. • Attendance data analysed alongside attainment and wellbeing. January-March • Evaluate the impact of interventions. • Review attendance trends and adapt support where required. April-June • Evaluate whole-school attendance against baseline. • Analyse the relationship between attendance, engagement and attainment.
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2025-26 baseline						2026-27 targets						2026-27 actual					
	Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy		Reading	Writing	L&T	Literacy	Numeracy
P1	76	88	100		94	P1	71	71	79		79	P1					
P2	73	80	93		87	P2	88	88	100		94	P2					
P3	67	61	94		78	P3	87	93	93		93	P3					
P4	82	82	82		73	P4	78	78	94		89	P4					
P5	53	47	94		47	P5	82	82	82		82	P5					
P6	86	82	95		73	P6	76	76	95		76	P6					
P7	93	93	93		86	P7	86	86	95		82	P7					

Reading	P1	P2	P3	P4	P5	P6	P7	Writing	P1	P2	P3	P4	P5	P6	P7	L&T	P1	P2	P3	P4	P5	P6	P7	Numeracy	P1	P2	P3	P4	P5	P6	P7
P1	76							P1	88							P1	100							P1	94						
P2	86	73						P2	79	80						P2	100	93						P2	86	87					
P3	89	94	67					P3	89	100	61					P3	100	100	94					P3	100	88	78				
P4	73	89	100	82				P4	73	78	63	82				P4	73	78	88	82				P4	73	100	100	73			
P5	69	75	67	75	53			P5	69	69	40	69	47			P5	75	81	87	81	94			P5	75	88	73	56	47		
P6	70	-	77	90	86	86		P6	70	-	86	86	76	82		P6	78	-	82	90	90	95		P6	74	-	82	86	71	73	
P7	-	-	-	80	71	71	93	P7	-	-	-	73	64	79	93	P7	-	-	-	80	79	79	93	P7	-	-	-	80	71	77	86

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

Our Leadership	Teaching and Learning Together
<u>Our priority:</u> Develop a culture of empowered teacher leadership where all staff confidently use attainment, assessment and wellbeing evidence to lead improvement within their classrooms, make informed decisions about targeted support and work collaboratively to ensure equity and excellence for every learner.	<u>Our priority:</u> We will embed a consistent, evidence-informed approach to high-quality learning, teaching and assessment across the school, ensuring all staff use effective questioning, responsive assessment, high-quality differentiation and agreed pedagogical approaches to meet the needs of every learner.
<u>What this means for our children:</u> Learners receive timely, targeted support based on accurate analysis of attainment and wellbeing data, resulting in improved progress and achievement for all.	<u>What this means for our children:</u> All children, with varying degrees of support, will regularly engage in high-quality discussions, respond to effective questioning and use feedback to improve their learning. Children make sustained progress in their learning and are confident in discussing their next steps. -Our writing attainment data in p6 will increase to 76% (+5 learners) (Baseline 47%- 8 out of 17 learners)
Our Wellbeing and Belonging	Our Attainment, Destinations and Achievements
<u>Our priority:</u> We will embed a consistent, whole-school approach to building resilience from Nursery to P7, ensuring all staff confidently use shared, evidence-informed approaches	<u>Our priority:</u> We will implement a consistent, whole-school approach to promoting, monitoring and improving attendance, ensuring attendance data is used proactively to identify barriers, provide timely support and strengthen partnerships with families. Through this, we will increase attendance, reduce persistent absence and improve engagement, attainment and wellbeing for all learners.
<u>What this means for our children:</u> Children feel included, valued and supported to engage in their learning, learn from mistakes and celebrate progress. Children show greater resilience and persevere when faced with challenge. Children use a shared language to recognise, understand and manage their emotions. Children build positive relationships by resolving conflict more independently and respectfully.	<u>What this means for our children:</u> Improve the attendance of p6 learners who in year 25/26 are both off track in writing and have attendance flags (Baseline 4 out of 9 off track learners- 24% of p6) Improve the attendance of our SIMD Quintile 1 pupils from 89.6% to 91% Reduce late-comings from an average of 10 per pupil to 5. (Baseline 114 pupils- 1179 lates- average of 10.34%)



Logan Early Childhood Centre
Improvement Priorities
2026/2027

Compiled by Mrs Baillie

Our Leadership: Improvement Priority

We will strengthen collaborative leadership and practitioner agency by implementing a distributed leadership structure to undertake a professional enquiry with a focus on improving literacy outcomes

Rationale

This priority stems from staff consultation, FACETime interviews and more informal discussions prior to our most recent local authority audit in the Early Childhood Centre. Distributed leadership was highlighted by all centre staff as an area for development; colleagues noted that much of the workload was absorbed by senior staff members, whereby a more collaborative approach could provide a more evenly spread workload, improve the quality and pace of improvement and allow all staff to feel a sense of ownership and empowerment over the changes and improvements required.

At the most recent audit, it was acknowledged that senior staff should employ distributed leadership to work more strategically, building a strong and motivated team who feel valued.

Whilst all EYP's have currently undertaken a pedagogical champion role within the centre, limited formalisation of these roles was evident; minimal dissemination of professional learning and progress or obvious impact was found. Zone 1 (literacy and socialisation space) was an area for immediate attention. This zone within the ECC is larger, more disjointed and at times rather aimless in its layout, setup and provision; it has been highlighted by both staff and the local authority development officers as well as through observations by management that the environment lacks the adequate literacy resources, continuous provision and teacher led experiences that would promote high quality interactions or increased levels of attainment. We anticipate by initiating these approaches to leadership that outcomes for all learners will improve across time.

NIF key drivers:	School & ELC leadership		Teacher & practitioner professionalism		Select driver		Select driver
HGIOS4 QIs:	1.3	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	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
What do we want to improve/change? Learners will benefit from empowered and reflective practitioners who can lead change.	Develop collaborative leadership and practitioner agency through a distributed leadership structure -Engage with professional learning based on the improvement science methodology (PDSA model)				DHT/ SLP and all staff	School Leadership; Professional learning; HGIOS1.3 Ongoing information from the practitioner enquiry project: -Leadership surveys and self-evaluation showing improvement in	Term 1 Aug-Dec 26: -Staff surveys evidencing baseline capacity and confidence in leading change -Engage in professional learning about enquiry-based practice -establish enquiry themes focussed on zone 1 – literacy

Target group: All staff By how much/by when? Pupil engagement within zone 1 will increase, with 80% of all pupils accessing and engaging with this zone across the week by June 2027.	-Participate in a collaborative enquiry project to build capacity and confidence in self-evaluation, the planning cycle, professional learning, data gathering and interpreting findings. -All staff to participate in the same small scale enquiry project, each focusing on their own action points, to enhance literacy and pupil engagement within zone 1 (literacy/socialisation space).			confidence and capabilities to drive change -improvements in identified pedagogy and provision related to literacy within zone 1 -data gathered using the Leuven's scale demonstrates an increase in engagement within the zone -regular quality assurance will continue to identify the impact of distributed leadership across the centre. All staff will participate in the professional learning required to undertake a professional enquiry; all staff will participate in the professional enquiry by June 2027.	-establish leadership roles and actions for each staff member within the enquiry -Participate in enquiry cycle -Conduct peer observations -Ongoing routine quality assurance will be undertaken by SMT -Monthly staff coaching/check-in sessions Term 2: Jan-Mar 27 -Continue with professional learning opportunities and professional reading, related to literacy and enquiry-based projects -Midsession evaluative discussion about the enquiry project; progress and impact -Review and amend the focus of the enquiry prior to the next cycle -Conduct peer observations -gather and review evidence of impact at the end of the last enquiry cycle Term 3: Apr-Jun 27 -collate all data, evidence and related paperwork for the enquiry project; establish findings -complete staff exit survey as per term 1 -feedback findings as a team, considering impact on the learners
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Teaching and Learning Together: Improvement priority:

Integrate the core ambitions of 'Realising the Ambition: Being Me' national practice guidance into our daily practice to ensure we deliver the 'Excellent Experience' for all learners

Rationale

Whilst through professional discussions, practitioners can talk about the expectations of the 'Excellent Lesson', and in some instances can share theoretical underpinning, there are inconsistencies across the service both in understanding and in implementation. Self-evaluation processes have not been robust enough to provide direction or evidence to counter suggestions during the recent audit that the planning cycle failed to reflect the core ambitions within 'Realising the Ambition: Being me', demonstrating limited cohesion in the zones. Children required to be clearer, as did practitioners, about what learning was taking place in the space. Discussions with the team, established that it would benefit all to reengage with the national guidance document to develop the fundamentals of good practice throughout the planning cycle process, on the floor with young learners and with families, the community and partners. Triangulation of this is crucial to identify improvement clearly through robust quality assurance and professional judgements.

NIF key drivers:	Curriculum & assessment		Teacher & practitioner professionalism	Select driver		Select driver
HGIOS4 QIs:	3.2	2.3	2.2	Select QI	Select QI	Select QI
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	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
What do we want to improve/change? Children experience high quality, consistent learning experiences in terms of child-centred play pedagogy, observation and assessment, support and challenge and enabling environments	Improve planning, observation and reflection - engage with 'Realising the Ambition: Being Me' - undertake professional learning linked to the 'Excellent Experience', and quality observations - Review and undertake moderation activities related to the planning cycle			SMT, SLP, All staff	Assessment, Curriculum & Pedagogy; HGIOS 3.2, 2.3, 2.2 Moderated evidence will show a consistent increase in quality and consistency of experiences and interactions across the centre, indoor and out; the quality of written observations, reflections	Term 1: Aug-Dec 26 -All staff to complete a baseline survey based on their confidence and capabilities related to the priority -Conduct initial monitoring paperwork through observations to establish baseline for staff and the learning space -Establish baseline for learners through learner conversations, observations, Leuven's scale for learner engagement throughout the learning space

Target group: All staff and all children By how much/by when? 80% of Children will be able to talk about the learning happening in the ECC. 80% of all learners will be positively engaged throughout the centre across the day. All staff will feel more confident in using the document 'Realising the Ambition; Being Me' to support their day-to-day practice. Moderation and auditing of planning will find a consistent improvement in the quality of professional writing from all staff, specifically demonstrating how observations and reflections translate to the planned experiences and quality of the environment. By June 2027	- Evaluate using learner feedback, staff feedback, observations self-evaluation and audit tools			and planning will evidence a golden thread, further supported by learners being able to demonstrate an understanding of their own learning; planning will be visibly evident in the spaces, displays and learning taking place. By June 27 audit tools will consistently show clear links throughout the planning cycle, reflected in a high quality environment and evidenced through observations and professional dialogues. Children will be engaged in all spaces within the ECC, learning will be evident within each space through displays, provocations available, availability of staff to actively engage, support and extend learning responsively. This will be evident in the planning cycle paperwork.	-Agree and share a monitoring calendar -Undertake professional learning on the 'Excellent Experience' and on noticing and recording a quality observation -Embed a plan to work through 'Realising the Ambition: Being Me' across the year with goals in place throughout to address corresponding themes in our own practice - Bimonthly meetings dedicated to this priority -Peer review planning, peer observations and professional dialogue linked to the focus of work linked to Realising the Ambition: Being Me Term2: Jan-Mar 27 -Review planning documentation as a staff, using peer observation findings, self-evaluation and monitoring paperwork -Continue process as per term 1 Term 3: Apr-Jun27 -Staff to complete exit survey as per term 1 -Self evaluation linked to the overall priority and improvements made -Review impact on learners through learner conversations, observations, Leuven's scale for learner engagement through the learning space
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Our Wellbeing and Belonging: Improvement priority:

Almost all of our children live within SIMD Q1 and there is an increase in ASN; in response we will continue to strength and embed respectful relationships, nurturing practice and partnership working to reflect the UNCRC

Rationale

Reflecting on the past year as a team, it was concluded that the needs of some of our young people are changing, with more children requiring support with specific educational, behavioural or medical needs. Staff felt at times unprepared to deal with many of the bigger behaviours seen from some of our young people in the past, and in response to input from Psychological Services and the local authority improvement officers, CPI training was delivered in term 4 of session 25/26. The staff team have been proactive in implementing changes to the environment, displaying some visuals, morning routines, daily timetables, emotional regulation supports and calm spaces with warm nurturing resources, many with a sensory focus. This is a journey which is in the early stages, but one which is vital to support the needs of the children within the service and to support the staff who are dealing with the needs daily.

NIF key drivers:	Teacher & practitioner professionalism		School & ELC improvement		Select driver		Select driver
HGIOS4 QIs:	3.1	2.4	Select QI	Select QI	Select QI	Select QI	Select QI
QF ELC:	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI	Select QI
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
What do we want to improve/change? Children will experience a nurturing environment underpinned by inclusion, equity and wellbeing. Target group: All pupils By how much/by when? Wellbeing indicators will show an improvement. Early intervention and	Embed nurture and trauma-informed practice using a rights-based approach -Engage in professional learning/reading -Nurture principals -NME (optional for CPD) -Regulation tracker training (dependant on appropriateness as decided by Educational Psychology) -Communication Friendly Approaches -Refresh our knowledge and understanding of the Respectful relationships policy			Psychological Services DHT/ASN Co-Coordinator SLP	Health and Wellbeing; HGIOS 3.1, 2.4 Improved Boxall profiles, reduced number of self-regulations related incidents, children and staff report an increased sense of safety and improved levels of respect, improved levels of staff willingness and confidence in dealing with challenging behaviour, observations show		Term 1: Aug-Dec 26 -Meet with Educational Psychologist to create a plan for professional learning opportunities as detailed in the actions and initiate these planned sessions. -Observations with a focus on wellbeing in the room; UNCRC links, Zones of Regulation, Communication Friendly strategies including the environment and staff interactions. -Staff surveys to establish current baseline.

curated supports will reduce the number of pupils who require high level-interventions. By June 27	-Work with Psychological services to use Boxall profiling or another more appropriate measure to track wellbeing across the ECC -Introduce UNCRC and identify how this can be woven into the fabric of the centre -Continue to develop the implementation of Zones of Regulation			UNCRC approaches used and links highlighted throughout the environment, regular use of and reference to the Zones of Regulation By June 2027 a clear and consistent improvement in wellbeing will be evident through pupil discussions, parent feedback and staff observations.	-Pupil focus groups and wellbeing activities to establish current levels of wellbeing. -Continue to implement CPI training strategies where needed and further embed the Zones of Regulation. -Use Boxall profiling termly as required. Term 2: Jan-Mar 27 -Continue with planned professional learning. -Observations with a focus on wellbeing in the room; UNCRC links, Zones of Regulation, Communication Friendly strategies including the environment and staff interactions. Term 3: Apr-Jun 27 -Collate evidence of changes and developments -Complete staff exit surveys -Complete final focus groups and wellbeing activities to establish current levels of wellbeing. -analyse data -evaluate improvements -Qualitative data from parents will be gathered throughout the year and collated from discussions, ASN meetings and personal plan sessions. -ASN log will be monitored and reviewed throughout the year.
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Our Attainment, Destinations and Achievements: Improvement priority:

Continue to close the attainment gap in literacy and increase opportunities to celebrate wider achievements.

Rationale

Closing the attainment gap remains a national priority. Through staff discussions, monitoring of learning journals and review of end of year reports, not all children are reaching their full potential. Literacy across the ECC has already been identified as an area for immediate attention and as such, is a featured as our Teaching and Learning Together priority. It is evident that there are limited data and minimal tools used to support tracking of pupil progress and most attainment levels are built on practitioner judgements. It is vital that our judgements are robust and in line with CfE expectations to support smooth and accurate transitions to preschool and P1. Learning journals and the tracking system are the core evidence base where attainment data can be found. The most recent audit in June 26 noted that learning journal observations and tracking required some direction regarding evidence, judgements and the content of observations; quality over quantity is what is required. With the Teaching and Learning Together priority buffering alongside our Attainment Destinations and Achievements priority, much of the actions will support both.

NIF key drivers:	Curriculum & assessment		Teacher & practitioner professionalism		Performance information		Select driver
HGIOS4 QIs:	2.3	3.2	Select QI		Select QI	Select QI	Select QI
QF ELC:	Select QI	Select QI	Select QI		Select QI	Select QI	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
What do we want to improve/change? Literacy attainment will improve for all learners, contributing to reducing the attainment gap. Target group: All pupils By how much/by when?	Quality teaching and learning -See Teaching and Learning Priority; this will address the quality of the environment and experiences related to literacy development and attainment Tracking and monitoring -Extend our portfolio of literacy assessment tools, alongside quantitative data to support practitioner judgements and track this robustly			SLP, All staff	Curriculum and Assessment; HGIOS 2.3, 3.2 Data will show improvements in literacy for targeted learners. A selection of data will be gathered and drawn upon to inform tracking; golden threads will be evident through planning, observations and assessment,		Term 1: Aug-Dec 26 -Identify all target pupils (pre-school children) -Establish a baseline literacy level for all pre-school pupils using a suite of assessment information decided on by staff -Complete staff survey linked to confidence of allocating levels, tracking attainment and building SMART targets for next steps and how this is reflected in planning -See Teaching and Learning Together review points for how planning and

Attainment in literacy will rise to where 80% of all pre-school pupils are on track. By June 27.	using learning journals and the online tracking tool establishing effective and appropriate next steps			informing next steps (See Teaching Learning Together)	quality observations fits into this priority -Review assessment processes in the ECC and create a draft to move forward identifying what tools are used and when -Agree how, when and where data is kept, record and shared -Refresh training on learning journals and tracking system; use this process from the start of the session -Peer monitoring and coaching sessions for learning journals and tracking Term 2: Jan-Mar 27 -Professional learning opportunities undertaken regarding tracking and data interpretation -Complete another mid-year assessment to further establish progress and current attainment levels in literacy -whole staff evaluate data so far and consider interventions that may be required to reach the target of attainment set -Continue peer monitoring and coaching sessions for learning journals and tracking Term 3: Apr-Jun 27 -Complete exit survey for staff -Reassess literacy level for all pre-school pupils using a suite of assessment information decided on by staff, consistent with term 1 -Complete peer monitoring and coaching sessions for learning journals and tracking -Review intervention data and engage in self-evaluation regarding what supports, planning may have impacted attainment -gather final data and analyse as a team
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Summary of ECC Improvement Plan directly linking to Education Service Improvement Plan

Our Leadership	Teaching and Learning Together
<u>Our Priority</u> We will strengthen collaborative leadership and practitioner agency by implementing a distributed leadership structure to undertake a professional enquiry with a focus on improving literacy outcomes.	<u>Our Priority</u> Integrate the core ambitions of 'Realising the Ambition: Being Me' national practice guidance into our daily practice to ensure we deliver the 'Excellent Experience' for all learners.
<u>What this mean for our children:</u> Staff will learn and lead together to make learning and teacher better, meaning that children will learn even more in a better and more exciting way. Hearing what our children think of our play spaces will help us make changes which will lead to happier and more interested children.	<u>What this mean for our children:</u> Staff will plan learning thoroughly and with a clear idea of what we want our children to learn. Together our staff and pupils will make our environment more child-friendly and the learning experiences richer. Children will enjoy their learning in the ECC.
Our wellbeing and belonging	Our Attainment, Destinations and Achievements
<u>Our Priority</u> Almost all of our children live within SIMD Q1 and there is an increase in ASN; in response we will continue to strength and embed respectful relationships, nurturing practice and partnership working to reflect the UNCRC.	<u>Our Priority</u> Continue to close the attainment gap in literacy and increase opportunities to celebrate wider achievements.
<u>What this mean for our children:</u> Using the United Nations Convention for the Rights of the Child (UNCRC), staff will work with pupils, families and partners to make sure our children are safe, healthy, achieving, nurtured, active, respected, responsible and included (SHANARRI), which will help them to achieve their full potential. By using strategies learned through learning opportunities, staff will develop areas of calm to support children to regulate and by using symbols and visuals, will encourage them to understand and share how they feel. Everyone will know children's rights are respected at Logan ECC.	<u>What this mean for our children:</u> Staff will focus on literacy across the ECC and will use a range of tools and methods to record children's progress in this area. This will allow staff to know if children might need any extra support. Pupils will be an important part of this, sharing how they think hey are doing and showing off their learning wherever they can. Families will help us track this through learning journals by sharing achievements and progress.