




East
Ayrshire
Council
Education
Service

Newmilns Early Childhood Centre




Establishment
Improvement
Plan
2025-26

ECC Improvement Plan	Newmilns ECC
Head Teacher/Head of Centre	Jillian McCracken
Date Submitted	Submitted to Chief Education Officer on : 25/06/2025

 <p>School / Centre Vision and Values</p>	<p>It is our vision that all children attending Newmilns Primary and Early Childhood Centre <i>will flourish in all aspects of their life.</i></p> <p>We are committed to developing a culture and ethos in which all our pupils fulfil their potential by nurturing confident individuals and developing responsible citizens who are provided with opportunities to contribute effectively as successful, lifelong learners.</p> <p>Our school values are important in our school, every day we try to enact our values. Our core values are Cooperation, Determination, Hope and Ambition, Friendship, Honesty, Respect.</p> <p>Our school motto, Believe and Achieve, Raise the Bar and Be the Best You Can Be, helps us in our endeavours to enact our values and our Golden Thread of Kindness joins all of our actions together.</p> <div data-bbox="631 1225 878 1342">  </div> <div data-bbox="1023 1077 1245 1337">  </div> <div data-bbox="1404 1114 1630 1321">  </div> <div data-bbox="1776 1118 1973 1310">  </div>
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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	✓	Takes account of strategic priorities outlined in the Education Service Improvement Plan. https://www.east-ayrshire.gov.uk/Resources/PDF/E/Education-Service-Improvement-Plan.pdf	✓
Parent Council and Forum	✓	HGIOS 4 and EYQF are used as the frameworks to inform the content of SIPs. Where appropriate. https://education.gov.scot/media/v5sh3dqt/frwk2_hgios4.pdf https://education.gov.scot/inspection-and-review/inspection-frameworks/quality-improvement-framework-for-the-early-learning-and-childcare-sectors/	✓
Teachers, practitioners and ALL school/centre staff	✓	There is clear focus throughout the plan on measures to reduce of inequalities of outcome as a result of socio-economic disadvantage. PEF: https://www.gov.scot/publications/pupil-equity-funding-national-operational-guidance-2023/documents/ CEF: https://www.gov.scot/publications/care-experienced-children-young-people-fund-operational-guidance-2023-24/documents/ SEF: https://www.gov.scot/publications/strategic-equity-funding-national-operational-guidance-2023/documents/	✓
Volunteers/ Community partners	✓	Appropriate cognisance has been made of the links between the plan and the working time agreement for teaching staff.	✓
Head Teacher / Head of Centre Signature: 		An accessible summary of the SIP is available and contained in this document and will be provided to parents, children and young people.	✓

Pupil and parental strategic involvement

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
<p>Through</p> <ul style="list-style-type: none"> • A total communication approach within our ECC, allowing us to gather the views of children through our observations of their actions and emotions, further supported by visuals, Makaton, BSL, different technology and their spoken words • Observations of children allow us to plan and be responsive to their individual needs, interests and prior learning • Children have regular opportunities to contribute, plan and evaluate their learning using their individual Learning Journals, selecting their own work and photos to upload and share with their families • Children can contribute to the displays within the ECC, celebrating their work and their achievements • Children will be involved in evaluating the ECC to ensure we're getting it right for every child and supporting them to achieve their full potential • Children to develop self-assessment techniques to discuss and evaluate their own learning (learning journals, discussions during together time). • Children's work is displayed throughout the centre. • Child- Led Learning and Planning (Responsive Planning) • Re-introduce zones of regulation in everyday practice 	<p>Through</p> <ul style="list-style-type: none"> • Open door policy – regular feedback from families. • Consultation with Parent Council to ensure effective partnership working • Questionnaires and surveys throughout the year • Key Questions at Parent and Carer events on relevant matters

- Staff will check in with all children on their feelings
- Children will be given the opportunity to lead their own learning which will be documented in planning cycle and learning journals.
- Rights respecting school work on playroom charters, all children involved.

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: Quality assurance process updated to align with new framework, with staff leadership further developed, supporting a consistent high quality learning experience leading to improved engagement and attainment and achievement for all children.							
Rationale: <i>Work was undertaken last session to strengthen our quality assurance processes, as the new quality improvement framework will be officially launched in September 2025 this work must be aligned to this and used for all scrutiny activity. All staff also began to explore leadership opportunities to support continuous improvement, this needs to be developed further to ensure sustainability in our improvement journey and ensure outcomes for children are improved in respect of engagement and attainment and achievement.</i>							
NIF key drivers:	School & ELC leadership		School & ELC improvement				
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	Learning, teaching and assessment ES	
ESIP key priorities:	Y Teaching & Learning			N Our Wellbeing		N Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures		Review/milestones
By June 2026 all children will experience high quality play and learning experiences, and consistent pedagogical approaches across the centre almost all of the time. <i>(ESIP 1.1, 1.2, 1.3, 1.4, 2.1)</i>	A refresh session, looking at the new quality framework, will take place to refresh staff knowledge of the new framework.			HT SELCP All staff	<ul style="list-style-type: none"> Training record Staff will be able to speak about the new framework, understanding the key content of the Quality Indicators. 		August 2025 (In Set)
	Quality assurance calendar and all paperwork will be refreshed in line with the quality framework and our Excellent Play Learning Experience. This calendar will be shared and agreed with staff. The quality assurance calendar will be fully implemented to support identification of good practice and next steps. Feedback will be shared timeously and all actions will be reviewed.			HT SELCP All staff	<ul style="list-style-type: none"> Quality assurance calendar linking directly to new framework. Regular and robust quality assurance programme focusing on high quality play and learning with documentation highlighting strengths, consistency and areas of further improvement across the centre. 		August 2025 Termly QA processes

	Self-evaluation work will focus on the new framework, and be tied into the team meeting programme and in-service day schedule to enable staff to become familiar with using the new framework.		HT SELCP All staff	<ul style="list-style-type: none"> • Strategic self-evaluation planner updated to reflect the new quality framework. • Annual calendar and in-service day agenda highlighting self-evaluation activity. • Self-evaluation records and documentation, with updates to areas of improvement recorded. 	Termly
	<p>All staff will further enhance the play and learning environment through day to day practice and key leadership roles using the new framework to benchmark best practice. The undernoted areas will be key aspects of development and consideration.</p> <ul style="list-style-type: none"> ○ Communication and literacy including the use of Makaton ○ Numeracy ○ Outdoor ○ Forest ○ Creativity and curiosity ○ UNCRC 		SELCP All staff	<ul style="list-style-type: none"> • Face and supervision records showing staff strengths and development areas. • Record of leadership roles. • Planning documented showing a balance of child led play and learning, adult initiated and led play and learning experiences. • Learner journal used to record children's play and learning journey. With at least one observation per child per week. • Learner Journal used to record learning stories highlighting whole group or centre experiences. • Regular and robust quality assurance programme focusing on high quality play and learning with records highlighting strengths, 	<p>October 2025 (Face/leadership records)</p> <p>Termly QA processes</p>

				consistency and areas of further improvement across the centre.	
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Teaching and Learning Together: Improvement priority: <i>Children will experience high quality play and learning experiences, and consistent pedagogical approaches across the centre supporting better play and learning leading to increased engagement, attainment and achievement.</i>						
Rationale <i>Last session we created our Excellent Play and Learning Expectations. This must now be embedded. Considerable work was undertaken in further developing our indoor space, this must be regularly reviewed and refreshed as we move into the new session. Involvement in the pilot inspection process with the Care Inspectorate highlighted areas of further improvement in relation to the use of real life skills.</i>						
NIF key drivers:	Curriculum & assessment		School & ELC improvement		Parent/carers involvement & engagement	
QIF ELC:	Learning, teaching and assessment ES	Children experience high quality spaces CI	Play and learning CI	Curriculum ES	Wellbeing, inclusion and equality ES	
ESIP key priorities:	Y Our Leadership			N Our Wellbeing		Y Our attainment
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
By April 2026 all children will benefit from high quality interactions, spaces and experiences almost all of the time. (ESIP 1.3, 2.1)	Practitioners ensure all aspects of the Excellent Play and Learning Experience are clearly evident within our indoor and outdoor environment and is used to support planning.			SECLP All staff	<ul style="list-style-type: none">The different aspects of the excellent play and learning experience are visible across the centre.Routine of the day meets the needs of all children.Displays are child centred and document learning.Practitioners will be able to speak confidently about the excellent play and learning experience.Planning documented showing a balance of child led play and learning, adult initiated and led play and learning experiences.	Day to day observations Planning cycle Termly QA processes

				<ul style="list-style-type: none"> Regular and robust quality assurance programme focusing on high quality play and learning with documentation highlighting strengths, consistency and areas of further improvement across the centre. 	
<p>By June 2026 all children will make progress in their literacy and numeracy development. All children will have achieved a minimum of 2-3 next steps each term.</p> <p><i>(ESIP 2.1, 2.3, 2.4, 2.6, 4.1)</i></p>	<p>Ensure the environment is numeracy rich. A clearly defined, welcoming numeracy and mathematical area should be maintained with opportunities to develop numeracy and mathematic skills across the indoor and outdoor environment.</p> <p>ICT used to support early numeracy skills.</p>	✓	SECLP ALL Staff	<ul style="list-style-type: none"> Opportunities to develop numeracy and maths visible across the playroom Clearly defined numeracy and mathematics area Regular and robust quality assurance programme focusing on high quality numeracy and maths spaces and experience with records clearly highlighting strengths, consistency and areas of further improvement. 	<p>Termly Audits/Review</p> <p>Fortnightly at planning meetings</p> <p>Termly QA processes</p>
	<p>Intentional planning will include a numeracy, and literacy focus each cycle. Staff will ensure this is balanced across each term. Experiences will be planned indoors and out to develop children's literacy and numeracy skills.</p>		SECLP ALL Staff	<ul style="list-style-type: none"> Displays documenting learning in literacy and numeracy. Learner journal used to document learning and next steps in literacy and numeracy. Planning discussions and documentation. Regular and robust quality assurance programme focusing on literacy and numeracy with documentation highlighting strengths, consistency and areas of further improvement across the 	<p>Planning cycle</p> <p>Termly QA processes</p>

				centre in respect of literacy, numeracy and creativity.	
	Staff facilitate parent/carer workshops and play and stay sessions to raise awareness of the importance of providing fun, stimulating, play activities at home with a focus on literacy and numeracy.		SECLP ALL Staff	<ul style="list-style-type: none"> • Play and stay calendar • Workshop calendar • Invites • Attendance details • Feedback from parents 	Termly
<p>By April 2026 all children will have opportunities to develop real life skills through participation in a range of high interest, engaging activities.</p> <p><i>(ESIP 1.3, 2.1, 2.2)</i></p>	<p>Sewing, weaving, planting and baking will be introduced within our environment to support development of real life skills, while promoting further development of fine motor and concentration skills.</p> <p>Planting work will link to sustainable development and Clean Green and ECO work.</p>	✓	SECLP ALL Staff	<ul style="list-style-type: none"> • Real life experience evident in planning documentation. • Real life activities evident in day to day observations • Displays documenting play and learning allowing the development of real life skills. • Regular and robust quality assurance programme focusing on experiences linked to real life skills with documentation highlighting strengths and areas of improvements. • Sustainable development work highlighted in Clean Green accreditation documentation. 	<p>Planning documentation</p> <p>Day to day observation</p> <p>Termly QA processes</p> <p>Clean Green action plan and audits (Sept/June)</p>
	Practitioners re-engage with My World Outdoors and My Creative Journey to support planning across the curriculum and ensure learning experiences support engagement and wellbeing.		SECLP ALL Staff	<ul style="list-style-type: none"> • Face review reflects this re-engagement • In-service day agenda 	<p>Oct (In Set)</p> <p>Feb (In Set)</p>

				<ul style="list-style-type: none">• Mind maps highlighting areas of good practice and areas for development.	
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Our Wellbeing and Belonging: Improvement priority: <i>All pupils will experience a culture of respect where they feel safe, included and nurtured, allowing them to be ready to learn.</i>						
Rationale <i>There is an increasing range of needs being catered for within the centre. It is important that practice is adapted to meet these needs and ensure that all children feel safe and included allowing all children to develop resilience and positive health and wellbeing, allowing them to develop their capacity as successful learners now and in the future. It is therefore important that we continue to focus on Health and Wellbeing, and ensure our environment enhances play and learning for all children. This will support children being more likely to engage, achieve and flourish both academically and personally.</i>						
NIF key drivers:	Teacher & practitioner professionalism		School & ELC improvement			
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		
ESIP key priorities:	Y Our Leadership		N Teaching & Learning		Y Our attainment	
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
By February 2026 all care experienced young people are supported to reach their full potential by committed, "Promise" aware skilled staff. (ESIP 1.1, 3.3)	Raise awareness of the Promise, ensuring all staff are aware of Care Experienced children.			All Staff within EG group	<ul style="list-style-type: none"> All staff in the EG group will have an awareness of the "Promise" All schools will keep a record of "Promise" training. 	Aug (In set) EG meeting Jan and May
By June 2026, all children will consistently experience a calm, nurturing play and learning environment both indoors and out almost all of the time. (ESIP 3.1, 3.6)	Staff will foster trusting, nurturing relationships with children, to help support children to feel safe and secure. Relationships will remain a focus within all playroom quality assurance and feedback shared with staff to ensure consistency.			HT SELCP All staff	<ul style="list-style-type: none"> Visible across the centre in all interactions between staff and children. Quality assurance focusing on the experience of 4 identified children. 	Day to day observation Termly QA processes

				<ul style="list-style-type: none"> Regular and robust quality assurance programme where all observations 	
	<p>All 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.</p> <p>Good attendance will be encouraged to support consistency in children's routines.</p>		<p>SELCP All staff</p>	<ul style="list-style-type: none"> Routine of the day in place to meet the needs of all children. Clear day to day routines and expectations explicitly taught with most children following these independently. Consistent use of social stories and visuals to support children's understanding of their day and any changes clearly evident day to day. Staff effectively deployed to support children across the centre, with this being reviewed as required. Promotion of good attendance at nursery promoted with parents via the app. 	<p>Day to day observation of routines</p> <p>Routine is standing item of staff meeting</p>
	Further develop strategies to meet children's needs using the improvement science model.		<p>HT SELCP Relevant staff</p>	<ul style="list-style-type: none"> Staff leadership and training record Improvement Science data showing improvements in practice leading to increased regulation and wellbeing amongst children 	<p>Planned CYPIC sessions</p> <p>Staff Meetings</p> <p>Oct, Feb, May Inset</p>

	Review the recently updated Positive Relationships policy, ensuring this aligns with authority guidance on Positive Relationships and Inclusive Practice relevant to age a stage of children attending ELC.		HT SELCP	<ul style="list-style-type: none"> Updated policy documentation Copy shared with parents on blog 	Nov 2025
By May 2026 all children will make progress across the HWB outcomes levels via evidence based, impactful HWB programmes which address their needs. (ESIP 3.5, 4.2)	Ensure consistent use of the authority Planning, Learning, Teaching and Assessment Guidance and the HWB Progression Frameworks to ensure continual ambitious progress, inclusive practice.		SELCP	<ul style="list-style-type: none"> HWB tracker on Learner Journal completed and shows progress for all children. Use of ELC early level topics evident within planning. 	Tracking periods (Nov and May)

Our Attainment, Destinations and Achievements: To improve attainment and achievement of all children through high quality playroom practice and targeted intervention.						
Rationale <i>Over the course of session 24-25, SLT began to scrutinise Learner Journal data more carefully. This data was also scrutinised as part of the local authority audit and highlight a few areas of improvement which could be easily addressed through a more robust approach to how all staff monitor children's progress, allowing for further opportunities to be identified for focused small group work and in turn raise attainment and achievement.</i>						
NIF key drivers:	Performance information		School & ELC improvement			
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	
ESIP key priorities:	N	Our Leadership	Y	Teaching & Learning	N	Our Wellbeing
Outcomes for our learners	Our actions/Approaches/Interventions		PEF	Who	Measures	Review/milestones
By June 2026 all children will have made progress in their learning. All children will have achieved a minimum of 2-3 next steps each term. Progress over time will be evident for all children when using the + function within Learner Journal. <i>(ESIP 2.2, 2.5, 4.1, 4.2)</i>	A consistent and inclusive approach to play and learning will be evident within the centre underpinned by our 'Excellent Play and Learning Experience'. Practice will be monitored against expectations agreed.			SLT All staff	<ul style="list-style-type: none"> Day to day playroom observation and practice Regular and robust quality assurance programme focusing on high quality play and learning with documentation highlighting strengths, consistency and areas of further improvement across the centre. 	Planning Meetings (fortnightly) Termly QA processes Tracking periods (Nov and May)
	Together time programmes will include all children. 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 influence further			SELCP All Staff	<ul style="list-style-type: none"> Together time planning documented showing differentiation offering support and challenge. Learner Journal tracking showing progression to individual learning targets and generally showing progress across literacy, numeracy and HWB. 	Termly QA processes Tracking periods (Nov, May)

	planning. Data will be used to measure success, over time.			<ul style="list-style-type: none"> Children's individual next steps monitored regularly to ensure appropriate progression, with these altered if necessary. Regular and robust quality assurance programme focusing on planning and delivery of together times with documentation highlighting good practice and areas of development. 	
	Teaching talking assessments will be used by staff when concerns are noted with a child's 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.		SELCP Relevant staff	<ul style="list-style-type: none"> Teaching Talking assessments show starting point and are updated regularly to evidence progress My Plans updated to reflect changing needs 	Termly As required



Summary of Improvement Plan

<p>Our Leadership</p> <p><i>Quality assurance process updated to align with new framework, with staff leadership further developed, supporting a consistent high quality learning experience leading to improved engagement and attainment and achievement for all children.</i></p> <p>School Priority Links to: ESIP 1.1, 1.2, 1.3, 1.4, 2.1</p>	<p>Teaching and Learning Together</p> <p><i>Children will experience high play quality learning experiences, and consistent pedagogical approaches across the centre supporting better play and learning leading to increased engagement, attainment and achievement.</i></p> <p>School Priority Links to: ESIP 1.3, 2.1, 2.2, 2.3, 2.4, 2.6, 4.1, 4.4</p>
<ul style="list-style-type: none"> • Develop staff awareness and understanding of the new quality framework. • Link quality assurance processes and self-evaluation processes to the new quality framework and Excellent Play and Learning Experience to ensure children have access to a high quality environment, experiences and interactions. • Staff further develop leadership roles, particularly in relation to; Communication and literacy, numeracy, outdoor, forest, creativity and curiosity, to further support our journey of continuous improvement. 	<ul style="list-style-type: none"> • Excellent Play and Learning Experience is used to support practice within the centre. • The environment is literacy and numeracy rich ensuring children can develop key early literacy and numeracy skills. • Opportunities for Parents and Carers to attend play and stay experiences and workshops are created to promote the importance of literacy and numeracy skill development at home. • Experiences are introduced to develop real life skills, e.g. sewing, baking, planting. • Staff engage with relevant documents e.g. My Creative Journey to support personal development and ensure experiences are high quality, relevant and engaging.
<p>Our wellbeing and belonging</p> <p><i>All pupils will experience a culture of respect where they feel safe, included and nurtured, allowing them to be ready to learn.</i></p> <p>School Priority Links to: ESIP 1.1, 3.1, 3.3, 3.5, 3.6, 4.2</p>	<p>Our Attainment, Destinations and Achievements</p> <p><i>To improve attainment and achievement of all children through high quality playroom practice and targeted intervention</i></p> <p>School Priority Links to: ESIP 2.2, 2.5, 4.1, 4.2,</p>
<ul style="list-style-type: none"> • Staff develop trusting, nurturing relationships with children, to help support children to feel safe and secure. • Relationships will remain a focus within all playroom quality assurance and feedback shared with staff to ensure consistency. • All 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 • Good attendance will be encouraged to support consistency in children's routines. • All care experienced young people are supported to reach their full potential by committed, "Promise" aware skilled staff. 	<ul style="list-style-type: none"> • Excellent learning and play experience evident across the setting, using this as a basis to support increased achievement and attainment. • Children supported and challenged in their learning to maximise achievement and attainment.