



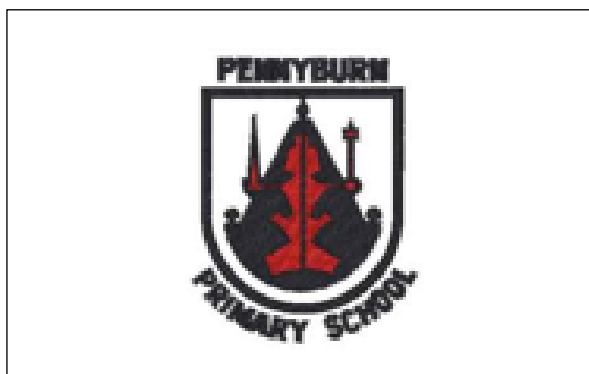
North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate

Pennyburn Early Years Class

Improvement Plan

2024-2025



Vision, Values and Aims

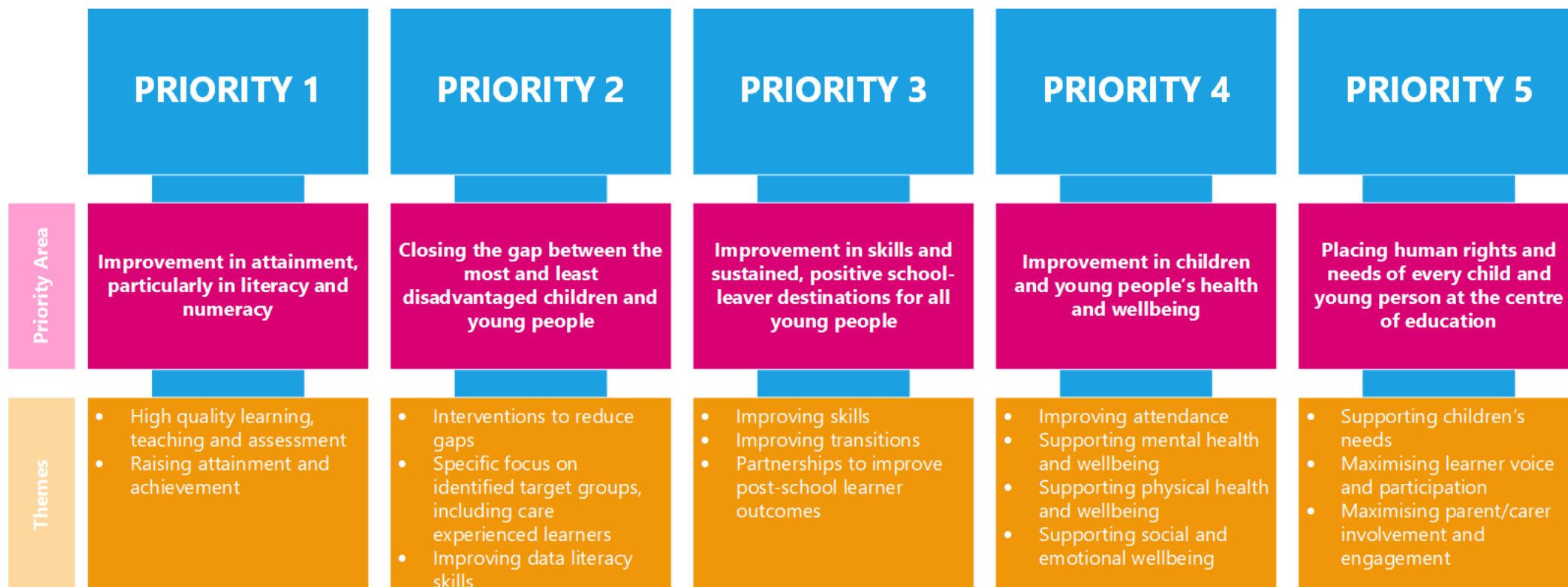
To be revisited this session from Early Years to P7 and whole school community

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

EDUCATION SERVICE: IMPROVEMENT PLAN SUMMARY 2023/4 – 2025/6

The Education Service Improvement Plan is aligned to the 5 priorities of the National Improvement Framework. Individual establishments should create their own plan under these 5 priorities, based on rigorous self-evaluation and analysis of performance evidence. Stakeholders should be fully engaged in the development of the plan. In the diagram below, the orange boxes show the thematic areas under each priority which the service intends to focus on in the year ahead.



NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 1

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

To develop high quality play and learning experiences that are interesting, stimulating and fun.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGISO & HGISO ELC

Language specific to HGISOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

- Care Inspectorate report Feb 2024 – Area for improvement identified. This is supported by playroom observations which show that staff require support to provide high quality experiences and support for staff on how to carry out skilful observations and how to extend children's learning.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 1: Action Plan

Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Children will have free flow access to resources and experience, which are stimulating, exciting and promote curiosity.	<ul style="list-style-type: none"> Playroom observations. Self-evaluation. Monitoring. EEL & SEYP to support staff with ideas and suggestions to enhance learning experiences. 	October 24 – June 25 – All staff. SEYP's, EEL, Manager to monitor.	<ul style="list-style-type: none"> Tracking and monitoring information. Playroom observations showing greater increase in engagement. Children will be engaged in learning. Evaluation of learning will show progression. 		
Children will experience high quality experiences, based on their interests. Responsive planning should be the most important influence in plans.	<ul style="list-style-type: none"> Staff training on responsive planning. Role modelling and feedback. Staff communication – will ensure that observations are shared, which will promote children transferring their skills and learning across the EYC. 	October 24 – June 25 – SEYP's, EEL, Manager	<ul style="list-style-type: none"> Monitoring of planning will show the experiences offered. Monthly feedback to staff regarding planning will help to ensure staff follow the pedagogical planning cycle. Children will be engaged in learning. Children will be able to share and talk about their learning. 		

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School/EYC Improvement Plan 2024-25

PRIORITY 2

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

To review and improve the lunchtime routine.

Highlight your KEY drivers for this improvement priority

Service Priorities

1. Improvement in attainment, particularly in literacy and numeracy
2. Closing the attainment gap between the most and least disadvantaged children and young people
3. Improvement in skills & sustained, positive school-leaver destinations for all young people.
4. Improvement in children & young people's health & wellbeing
5. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

HGISO & HGISO ELC

Language specific to HIGIOELC is in green

- 2.1 Safeguarding & Child Protection
- 2.2 Curriculum
- 2.3 Learning, teaching & assessment
- 2.4 Personalised Support
- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

1. School & ELC Leadership
2. Teaching & Practitioner Professionalism
3. Parent/carer involvement & engagement
4. Curriculum & Assessment
5. School & ELC Improvement
6. Performance Information

- 1.1 Nurturing care and support
- 1.2 1.2 Children are safe and protected
- 1.3 Play and learning
- 1.4 Family engagement
- 1.5 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

It is vital that children 'can enjoy unhurried meal times in as relaxed an atmosphere as possible.' (HSCS 1.35)

Area for improvement identified in Care Inspectorate report Feb 24 – Children were not experiencing the high quality, nurturing lunchtime experience that they should expect to receive.

NORTH AYRSHIRE COUNCIL: EDUCATION

School/EYC Improvement Plan 2024-25

PRIORITY 2: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Children will experience a lunchtime in an environment that is as calm and relaxed as possible. Ensuring a caring and positive social experience.	<ul style="list-style-type: none"> Timing of lunch to be reviewed to ensure children have enough time to carry out handwashing and enjoy relaxed, unhurried lunch. Staff to be provided with key questions to promote self-reflection Through self-evaluation process, staff team will work together to implement changes, which will have a positive impact. Good Practice guidance will be shared with all staff to support making positive changes. 	<p>October'24 – June'25. All staff. SEYP's, EEL, Manager to monitor.</p> <p>November'24 – SEYP/ Manager</p>	<ul style="list-style-type: none"> Children will appear relaxed at lunch. Times of lunch sittings will be amended if required. Observations will show that children and experiencing a positive lunchtime experience. Staff will carry out self-reflection and peer assessment activities to confirm improvement in the lunchtime routine. Continuous self-evaluation will confirm that we are continuing to get the lunchtime routine right for children, identifying and further areas for improvement and implementing changes. 		

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School/EYC Improvement Plan 2024-25

Children will develop their independent skills and be offered support in a dignified way.	<ul style="list-style-type: none"> Staff to support children in developing their skills using cutlery and self-serving food, through role modelling and positive interactions. 	October'24 – June'25. All staff. SEYP's, EEL, Manager to monitor.	<ul style="list-style-type: none"> Children learning and developing new skills, which will show in their tracking information. 		
Children will be provided with a relaxed environment to engage in conversations with their peers.	<ul style="list-style-type: none"> Staff to model positive interactions at the lunch table and encourage children to interact with each other, such as passing on water, cutlery and engaging in conversation. The use of calming music to be introduced. 	<p>October'24 – June'25. All staff. SEYP's, EEL, Manager to monitor.</p> <p>October'24 - SEYP</p>	<ul style="list-style-type: none"> Tracking and monitoring will confirm an increase in children's language and communication skills. Observations will show that children are encouraged to interact with each other. 		
Staff are focused on all children and can respond in an emergency, such as choking, should this occur.	<ul style="list-style-type: none"> Priority for staff, is the children sitting at their table and ensuring that individual needs are met. All EYP's have completed basic first aid training. All staff aware of children's individual needs and how to support them, referring to any 	<p>October'24 – June'25. All staff. SEYP's, EEL, Manager.</p> <p>Completed Sept'24.</p> <p>October'24 – June'25. All staff. SEYP's, EEL, Manager.</p>	<ul style="list-style-type: none"> Children requiring additional support at lunchtime, will be supported by different staff – this will ensure that needs are met at the right time. 		

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School/EYC Improvement Plan 2024-25

	<p>individual plans if appropriate.</p> <ul style="list-style-type: none"> • Dietary requirements displayed in the lunch and snack room. 				
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School/EYC Improvement Plan 2024-25

PRIORITY 3

Strategic Objective:

What do you want to specifically achieve across your school/department/EY centre?

To develop a cycle of continuous Improvement

Highlight your KEY drivers for this improvement priority

Service Priorities

6. Improvement in attainment, particularly in literacy and numeracy
7. Closing the attainment gap between the most and least disadvantaged children and young people
8. Improvement in skills & sustained, positive school-leaver destinations for all young people.
9. Improvement in children & young people's health & wellbeing
10. Placing human rights & needs of every child & young person at the centre of education

- 1.1 Self-evaluation for self-improvement
- 1.2 Leadership for learning
- 1.3 Leadership of change
- 1.4 Leadership & management of staff (practitioners)
- 1.5 Management of resources to promote equity

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- 2.5 Family Learning
- 2.6 Transitions
- 2.7 Partnerships

- 3.1 Ensuring wellbeing, equality and inclusion
- 3.2 Raising attainment & achievement (Securing children's progress)
- 3.3 Increasing creativity and employability (Developing creativity and skills for life and learning)

NIF Drivers of Improvement

7. School & ELC Leadership
8. Teaching & Practitioner Professionalism
9. Parent/carer involvement & engagement
10. Curriculum & Assessment
11. School & ELC Improvement
12. Performance Information

- 1.6 Nurturing care and support
- 1.7 1.2 Children are safe and protected
- 1.8 Play and learning
- 1.9 Family engagement
- 1.10 Effective transitions

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

- 2.1 Quality of the session for care, play and learning
- 2.2 Children's experience high quality facilities

- 3.1 Quality assurance and improvement are led well
- 3.2 Leadership of play and learning
- 3.3 Leadership and management of staff and resources

- 4.1 Staff skills, knowledge and values
- 4.2 Staff recruitment
- 4.3 Staff deployment

Rationale for Change

What did our analysis of data tell us? What self-evaluation information supports this change? Provide details of the gaps or barriers you wish to address. State clearly if this is related to PEF spend.

Area of Improvement identified – Care Inspectorate 2024. To develop a cycle of continuous improvement, the service should develop robust and sustainable quality assurance and monitoring processes.

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School/EYC Improvement Plan 2024-25

PRIORITY 3: Action Plan					
Pupil Outcomes	Implementation Plan	Timescales/Responsibility	Measurement of Impact	Analysis & Evaluation of Progress	Cost (PEF)
<i>Specifically, what will change for our learners?</i>	<i>How will we achieve this? What do we plan to do?</i>	<i>What are our timescales? Who will lead?</i>	<i>How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.</i>	<i>How do we know that the experiences & outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Children and families will be consulted in making changes to improve the service.	<ul style="list-style-type: none"> Discussions with children to gather their views, this will be shared. Questionnaires to families to gather feedback/suggestions. Parents/carers will be invited into the EYC. 	October'24 – June'25. All staff. SEYP's, EEL, Manager.	<ul style="list-style-type: none"> Increase interactions from family. Data gathered to confirm feedback from children, families and staff. Mindmap/other evidence documented to share views. Increased attendance/involvement in stay and play sessions. 		
Children and families will experience a high quality service.	<ul style="list-style-type: none"> Quality assurance and monitoring calendar to be created with robust processes. 	October'24 – June'25 – Manager, SEYP, EEL.	<ul style="list-style-type: none"> Quality assurance processes will ensure we are striving to deliver high quality care and learning, any areas for improvement will be identified and adapted promptly. 		
A staff team who are responsive and reflect on practice.	<ul style="list-style-type: none"> Staff will engage in regular self-evaluation, which will be displayed in a floorbook and 	October'24 – June'25 – All staff, Manager,	<ul style="list-style-type: none"> Evidence gathered will show improvement responsive staff. Staff will have an understanding of what 		

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	<p>accessible to staff/families and visitors at all times.</p> <ul style="list-style-type: none"> • Staff to revisit Realising the Ambition to support. 	SEYP, and EEL.	self-evaluation looks like and what our priorities are.		
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School/EYC Improvement Plan 2024-25

This should only be completed for aspects of your PEF spend not included within your Improvement Plan priorities.

PEF contact - HT or DHT with responsibility for the plan:					
Carry forward:		Total Allocation:		Total:	

PEF Action Plan						
Poverty Related Gap	Pupil Outcomes	Implementation Plan	Timescales/ Responsibility	Detail of Spend	Measures of Impact	Analysis & Evaluation of Progress
Provide details of the gap or barrier you wish to address.	Specifically, what will change for our learners?	What do we plan to do to achieve this outcome?	What are our timescales? Who will lead?	Record cost & provide concise detail of what this entails.	How will we know the change is an improvement? Can you quantify this? What data will be collated and analysed to demonstrate progress? Consider baseline data.	What does the data tell us? How well is evidence from self-evaluation analysed to improve pupil outcomes? How is the spend contributing to narrowing our attainment gap?