



North Ayrshire Council
Comhairle Siorrachd Àir a Tuath

Education Directorate
PENNYBURN EYC
Improvement Plan
2025-2026



Vision, Values and Aims

Our Vision

TBC

Our Aims

TBC

What do we want for our learners?

For all of our learners to be supported to reach their potential in development and learning towards;

Independence

Confidence

Resilience

Emotional Regulation

Communication

Literacy & Numeracy skills

Creativity

Problem Solving

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.



PRIORITY 1

Strategic Objective:

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

To provide high quality play and learning experiences which promote literacy and numeracy development

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 & HGIOS 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.

Milestone data for children transitioning onto P1 confirms the need to focus on maths and numeracy experiences to raise attainment

Staff have participated in training sessions to support embedding literacy and numeracy into the environment, new skills will help support with this change

We want to build staff confidence in delivering maths and numeracy experiences, using the concepts from Little Big Maths and incorporating these into play.

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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 experiences. Experiences offered will be monitored to ensure they have opportunities for numeracy and literacy development.	<ul style="list-style-type: none"> Staff will be introduced to Little Big Maths sharing ideas to incorporate maths & numeracy into play. EEL to support staff with experiences and identifying areas for improvement, 	August '25 – June '26 – All staff. SEYP's, EEL, Manager to monitor.	<ul style="list-style-type: none"> New trackers will be used to track children's learning. Evaluation of learning will confirm that experiences have literacy and numeracy opportunities. Playroom monitoring will show children engaging in meaningful experiences. 		
Key group supervision will take place 3 times per year, ensuring tracking is accurate and identifying areas for support or challenge in all areas, including maths & literacy.	<ul style="list-style-type: none"> Diary dates will be confirmed in August for key group supervision, three times across the year. 	October '25 – June '26 – Staff & EEL.	<ul style="list-style-type: none"> Tracking and monitoring information Parents meetings Targeted work with EEL will show progress 		

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	<ul style="list-style-type: none"> EEL will support children needing support of challenge, through targeted work. 				
'Little Learners' events will have a numeracy and/or literacy focus to encourage parental engagement and share ideas to develop skills in these areas at home.	<ul style="list-style-type: none"> Termly Little Learners will be scheduled, EEL to support with activities to promote literacy and numeracy 	August '25 – June '26 – Staff, SEYP, EEL	<ul style="list-style-type: none"> Questionnaires and data will show that Little Learners is being attended. Parent/carer evaluations & questionnaires 		
Children will be supported by staff who are confident in delivering experiences rich in numeracy and maths.	<ul style="list-style-type: none"> Big Little Maths will help support staff to deliver experiences through play. NAC Early Level Numeracy Framework will be used to ensure a consistent approach for children moving from early years into primary. 	August '25 – June '26 – Staff, SEYP, EEL	<ul style="list-style-type: none"> Tracking data will show progress. The new process of collecting milestone data 3 times per year will show progress. Playroom observations Monitoring & Auditing 		

PRIORITY 2

Strategic Objective:

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

Improve children's overall emotional and mental wellbeing

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 & HGIO 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

Care Standards - Care Inspectorate Quality Indicators

Applicable within all early years settings

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<ol style="list-style-type: none"> 1. School & ELC Leadership 2. Teaching & Practitioner Professionalism 3. Parent/carer involvement & engagement 4. Curriculum & Assessment 5. School & ELC Improvement 6. Performance Information 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 2.1 Quality of the session for care, play and learning 2.2 Children's experience high quality facilities 	<ol style="list-style-type: none"> 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 	<ol style="list-style-type: none"> 4.1 Staff skills, knowledge and values 4.2 Staff recruitment 4.3 Staff deployment
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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.

We have increasing numbers of children requiring support with their emotional wellbeing
Tracking data confirms that a high number of children need additional support to identify the different feelings and emotions.

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>
All staff will undertake the introduction to 'My Happy Minds' which will be introduced to all children. My Happy Minds aims to provide children with the knowledge, skills and tools to positively support mental wellbeing.	<ul style="list-style-type: none"> All staff will take part in the introduction to My Happy Minds, allowing all staff to deliver 'My Happy Minds' sessions 	<ul style="list-style-type: none"> August'25- Oct'25 – All staff SEYP's 	<ul style="list-style-type: none"> Observations will show that staff are engaging children in 'My Happy Minds' Tracking and monitoring will show progress. 		

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Children will spend time with their keyworker group exploring 'My Happy Minds' concepts	<ul style="list-style-type: none"> A timetable will be created to allow key groups time in a quiet, relaxed space to engage in the My Happy Minds activities. 	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. Observations will show that children are able to regulate and talk about how they are feeling. 		

PRIORITY 3

Strategic Objective:

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

To review and refine auditing and monitoring process and data collection

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

HGIOSO & HGIOS ELC

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- 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

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.

Care Inspectorate report (Feb 2025) highlighted that progress had been made with auditing and monitoring systems, but was not consistent across all areas of the setting. Changes to SLT team and staff challenges has impacted auditing and monitoring this year. A new QI calendar to be created with clear areas of responsibility and timescales.

Paperwork has been streamlined, including planning and self-evaluation, this will be more manageable and beneficial to build staff capacity.

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 will benefit from effective monitoring systems to ensure they receive high quality learning.	<ul style="list-style-type: none"> A new Q.I calendar will be created with clear areas of responsibility and timescales 	August '25 – June'26. All staff. SEYP's, EEL, Manager.	<ul style="list-style-type: none"> Monitoring and self-evaluation will show clear next steps for improvement / change. Audits and observations will show strengths and identify areas for improvement. 		
Children will be supported by staff who have confidence in the paperwork and processes used	<ul style="list-style-type: none"> Key group supervision will take place 3 times per year, staff will be supported by EEL 	.August'25 – June'26 All staff, SEYP's EEL, Manger	<ul style="list-style-type: none"> Staff will be more confident with tracking tool. Data will show progress 		

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	to better understand new tracking tool and build staff confidence with professional judgement				
A staff team who are responsive and reflect on practice.	<ul style="list-style-type: none"> Peer observations of playroom practice and monitoring of special books and floor books 	<p>. August'25 – June'26 All staff, SEYP's EEL, Manger</p>	<ul style="list-style-type: none"> Staff will have the opportunity to observe and reflect on playroom practice and experiences. 		
Tracking will show a true representation of each child.	<ul style="list-style-type: none"> SMT will quality assure information on trackers 	<p>August'25 – June '26 SEYP's, EEL</p>	<ul style="list-style-type: none"> Tracking will be up to date and accurate and show each child's learning journey. 		

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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?