



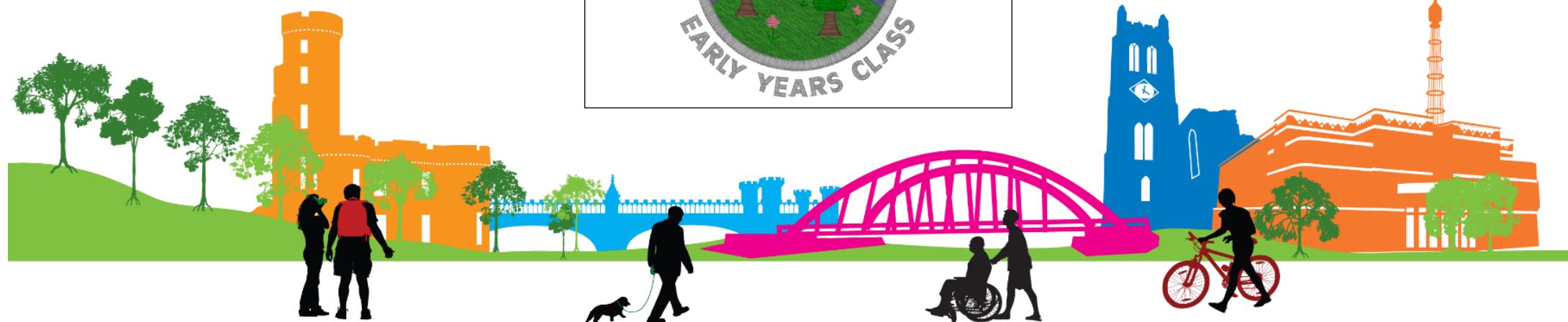
North Ayrshire Council  
Comhairle Siorrhachd Àir a Tuath

**Communities and Education Directorate**

# **West Kilbride Early Years Class**

## **Improvement Plan**

### **2024-2025**



### Vision, Values and Aims

#### Our Vision! The Very Best!

The very best for your child to achieve  
their very best!



#### Community

Listening and working with our community to support our children. Encouraging our children to become responsible citizens and actively contribute to the life of the school.

#### Challenge

Providing learning experiences that encourage all our children to reach their full potential and become successful learners.



#### Nurture

Ensuring that children are happy and safe. That they learn skills to enable them to become confident individuals.



#### Inclusion

Providing a learning environment where everyone's needs are met. Ensuring everyone feels included and are given opportunities to become effective contributors.



#### **Our Aims:**

At West Kilbride Primary School and Early Years Class we aim to promote high achievement and learning for life by encouraging pupils and staff:

- **to promote and encourage high quality leadership at all levels within the school and community through a shared vision of excellence**
- **to equip our children with the skills to become successful learners, confident individuals, responsible citizens and effective contributors in society.**
- **to foster an open and positive partnership with parents which promotes well being and respect for the school community.**
- **to provide a broad differentiated curriculum which challenges and motivates pupils to facilitate, and engenders a culture of ambition.**

## 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	PRIORITY 2	PRIORITY 3	PRIORITY 4	PRIORITY 5
Priority Area	Improvement in attainment, particularly in literacy and numeracy	Closing the 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 children and young people's health and wellbeing	Placing human rights and needs of every child and young person at the centre of education
Themes	<ul style="list-style-type: none"> <li>High quality learning, teaching and assessment</li> <li>Raising attainment and achievement</li> </ul>	<ul style="list-style-type: none"> <li>Interventions to reduce gaps</li> <li>Specific focus on identified target groups, including care experienced learners</li> <li>Improving data literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Improving skills</li> <li>Improving transitions</li> <li>Partnerships to improve post-school learner outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Improving attendance</li> <li>Supporting mental health and wellbeing</li> <li>Supporting physical health and wellbeing</li> <li>Supporting social and emotional wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Supporting children's needs</li> <li>Maximising learner voice and participation</li> <li>Maximising parent/carer involvement and engagement</li> </ul>

# NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

## EYC Improvement Plan 2024-25

### PRIORITY 1 To maintain attainment in Literacy and Numeracy with the EYC.

#### Strategic Objective:

To maintain attainment and achievement within Literacy and Numeracy through more robust setting of PLP targets linked directly to EY Milestones and personalised supports offered through Staged Intervention processes, supported by a programme of robust quality assurance and moderation.

#### 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 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

Milestone data from the 2023-2024 academic session showed low attainment levels for our pre-school cohort, with attainment challenges across Literacy and Numeracy. 43% of pupils within our pre-school cohort did not attain expected levels for Literacy during the 2023-2024 academic session. 36% of pupils within our pre-school cohort did not attain expected levels for Numeracy during the 2023-2024 academic session.

# NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

## 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 &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Earlier intervention for pupils not on track will support them to make greater progress towards achievement of EY milestones.	<ul style="list-style-type: none"> <li>Termly tracking meetings will identify pupils who are not on track and investigate support that require to be in place both within the playroom and through external agency partnerships.</li> </ul>	HT Termly October 2024	<ul style="list-style-type: none"> <li>Termly tracking meeting data will evidence robust professional dialogue around supporting attainment.</li> </ul>	Termly tracking meetings and PLP moderation have identified targeted areas for pupil development to ensure they have a greater chance of achieving milestones.	
PLP targets will be specifically linked to milestones to fill gaps in learning experiences.	<ul style="list-style-type: none"> <li>Staff will use agreed NAC PLP format, ensuring that targets are related to areas identified as 'off track' or requiring development for individual pupils.</li> </ul>	EYC Staff September 2024	<ul style="list-style-type: none"> <li>Completed PLP documents.</li> <li>Quality assurance procedures will evidence SMART PLP targets which support learners to attain.</li> <li>PLPs will be recorded on NAC recommended format.</li> </ul>	All staff now using NAC PLP format, and ensuring targets are clearly linked to areas for development identified during termly tracking meetings. Termly moderation of PLP targets supports this.	
Staff will have a clear understanding as to what is required to demonstrate clear achievement of milestones. Robust	<ul style="list-style-type: none"> <li>Staff will engage in moderation activities supported by colleagues from NAC central team</li> </ul>	HT/ EYC staff/ NAC Central team January 2024	<ul style="list-style-type: none"> <li>Moderation activities will demonstrate accurate assessment by a competent staff team, alongside any skills gaps.</li> </ul>	Two staff attended two moderation sessions with Rachel Reid, EYC Co-ordinator. They discussed moderation based on the Es and Os through use of	

## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### EYC Improvement Plan 2024-25

assessment processes will support accurate recording of attainment.	to ensure they are fully confident in their professional judgement in relation to completed milestone data.		<ul style="list-style-type: none"> <li>Exit passes will demonstrate staff confidence and competency.</li> </ul>	observations, linked with the milestones that are now embedded in the tracker. Together the staff have now transferred data for a child over from milestone tracker to the new NAC tracking document. Staff feedback suggested the sessions were, “useful in answering queries and providing an opportunity for professional dialogue”.	
Pupils with identified Additional Support Needs will be supported to attain through targeted STINT interventions.	<ul style="list-style-type: none"> <li>Staff will create personalised STINT targets for pupils identified through NAC Staged Intervention processes to support pupils to reach their own potential.</li> </ul>	EYC Staff September 2024	<ul style="list-style-type: none"> <li>Completed STINT paperwork with demonstrate personalised supports put in place to support learners.</li> </ul>	Two pupils benefit from Enhanced Universal support within the EYC, one pupil has been identified as requiring Level 1 support and two pupils benefit from Level 2 STINT support. All STINT paperwork has been quality assured by DHT/ASN Co-ordinator.	
A well-trained staff team will support improved attainment.	<ul style="list-style-type: none"> <li>Staff will access training via Gateway alongside bespoke training packages specifically for WKEYC including Embedding Numeracy and Maths Across the Environment and Embedding Literacy Through Storytelling.</li> </ul>	EYC staff/ HT/NAC Central Team June 2024	<ul style="list-style-type: none"> <li>Pre- and post- training questionnaires for staff.</li> <li>Lesson observations will demonstrate a range of high quality learning experiences.</li> <li>Environment observations will highlight numeracy and literacy rich learning environments.</li> </ul>	<p>All staff attended 'Embedding Numeracy and Maths Across the Environment' training on 06/02/2025. All four staff rated themselves as a '5' in a scale of 1-5 in terms of confidence to deliver Numeracy and Maths outcomes using the environment as a vehicle for delivery following the training. Staff were enthused following this training and feedback shared that they, "loved it".</p> <p>All staff were scheduled to attend 'Embedding Literacy Through</p>	

## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### EYC Improvement Plan 2024-25

				Storytelling' training on 13/03/2025 but unfortunately, this was cancelled.	
				Literacy and Numeracy environmental audits have been completed to identify areas for development.	

### PRIORITY 2 To further incorporate outdoor learning within and across the school day.

**Strategic Objective: To support pupils to more fully access the breadth of the curriculum with the outdoor environment. Children access 80% of their EYC day outdoors.**

#### 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

##### HGIOSO & HGIOS ELC

*Language specific to HGIOS ELC 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*

# NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

## EYC Improvement Plan 2024-25

<ol style="list-style-type: none"> <li>1. School &amp; ELC Leadership</li> <li>2. Teaching &amp; Practitioner Professionalism</li> <li>3. Parent/carer involvement &amp; engagement</li> <li><b>4. Curriculum &amp; Assessment</b></li> <li>5. School &amp; ELC Improvement</li> <li>6. Performance Information</li> </ol>	<ol style="list-style-type: none"> <li>1.1 Nurturing care and support</li> <li>1.2 1.2 Children are safe and protected</li> <li><b>1.3 Play and learning</b></li> <li>1.4 Family engagement</li> <li>1.5 Effective transitions</li> </ol>	<ol style="list-style-type: none"> <li>2.1 Quality of the session for care, play and learning</li> <li><b>2.2 Children's experience high quality facilities</b></li> </ol>	<ol style="list-style-type: none"> <li>3.1 Quality assurance and improvement are led well</li> <li><b>3.2 Leadership of play and learning</b></li> <li>3.3 Leadership and management of staff and resources</li> </ol>	<ol style="list-style-type: none"> <li><b>4.1 Staff skills, knowledge and values</b></li> <li>4.2 Staff recruitment</li> <li>4.3 Staff deployment</li> </ol>
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### Rationale for Change

Our outdoor learning environment was significantly developed last year to ensure breadth of curriculum delivery outdoors. However, further work should be undertaken to increase staff skillset and the amount of time spent by our young people outdoors.

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 &amp; 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 spend increasing amounts of time in EYC within the outdoor learning environment.	<ul style="list-style-type: none"> <li>• Staff will investigate how snack provision and drinking water access can be delivered outdoors.</li> <li>• A robust process will be put in place to support children (particularly non-</li> </ul>	EYC Staff February 2025  EYC Staff October 2024	Quality assurance observations will highlight changes to and strengths of snack provision.  All children will move freely to access outdoor spaces. This will be evidenced during learning	Observations of snack and lunch routines in Term 1 highlighted areas for improvement, particularly around self-service, hand hygiene and the need for available drinking water across learning environments. This was mirrored in Care Inspectorate feedback. Term 2 observations demonstrated significant improvements in all areas	

## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### EYC Improvement Plan 2024-25

	<p>verbal/pre-verbal children) to signal that they would like to access the outdoor space.</p> <ul style="list-style-type: none"> <li>• Staff will engage in Love Outdoor Learning training which focusses on tailored curricular delivery outdoors.</li> <li>• Staff will also participate in further training delivered by NAC aligned specifically to the EYC 'Outdoor Learning' accesses through Gateway.</li> </ul>	<p>HT/EYC Staff August 2024</p> <p>January 2025</p>	<p>walks, planning documents and lesson observations.</p> <p>Pre- and post- training questionnaires will demonstrate improvements in staff confidence and competence.</p> <p>Pre- and post- training questionnaires will demonstrate improvements in staff confidence and competence.</p>	<p>identified. Drinking water and snack are now available in both internal and external learning environments.</p> <p>A new system supports all children to access the outdoor play environment by moving their photograph from the indoor container to the outdoor container. All pupils are able to manage this, although a few require verbal prompts to do so.</p> <p>All EYC staff engaged in 'Love Outdoor Learning' training on 23/09/24. Pre-training, the majority of staff rated themselves as a '3' in a scale of 1-5 in terms of confidence to deliver general outdoor learning. Post-training questionnaires show this rising to a confidence rating of a '4' for most staff. Three times as many staff rated themselves as a '5' post-training in relation to being able to create activities designed in response to the spaces they are working in outside and making the best use of the materials, objects and resources they find there.</p> <p>All staff have now accessed NAC 'Outdoor Learning' training. Respondents rated their confidence in delivering outdoor learning provision before</p>
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## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### EYC Improvement Plan 2024-25

				engaging with NAC's 'Outdoor Learning' twilight training session as 2.67 out of 5. Post-training, the same staff rated their confidence as having improved to 4.33 out of 5.	
Children will benefit from high quality learning and teaching resources within the outdoor environment.	<ul style="list-style-type: none"> <li>HT will complete Outdoor Environment audit to identify resource gaps and resource accordingly, including on building upon capacity for Loose Parts Play.</li> </ul>	HT January 2025	Completed audit paperwork.	Completed audit identified a need for water and snack provision outside, which has now been implemented. There was also a need for a pupil-led risk assessment to support a daily safety check of the outdoor environment. This was completed in November 2024. Staff also identified a need for a Fire Pit to enhance the learning environment. This has now been purchased. Staff are working towards the safe usage of this.	

# NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

## EYC Improvement Plan 2024-25

### PRIORITY 3 To refresh whole school approach to developing positive relationships, ensuring the school is safe, nurturing and respectful.

#### Strategic Objective:

Nurture Principles applied consistently by all staff to enable pupils feel safe, valued and respected.

To support pupils who regularly experience distress behaviours to manage strong emotions through co- and self-regulation.

#### 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

##### 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

##### Care Standards - Care Inspectorate Quality Indicators

*Applicable within all early years settings*

# NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

## EYC Improvement Plan 2024-25

<b>7. School &amp; ELC Leadership</b> <b>8. Teaching &amp; Practitioner Professionalism</b> <b>9. Parent/carer involvement &amp; engagement</b> <b>10. Curriculum &amp; Assessment</b> <b>11. School &amp; ELC Improvement</b> <b>12. Performance Information</b>	<b>1.6 Nurturing care and support</b> <b>1.7 1.2 Children are safe and protected</b> <b>1.8 Play and learning</b> <b>1.9 Family engagement</b> <b>1.10 Effective transitions</b>	<b>2.1 Quality of the session for care, play and learning</b> <b>2.2 Children's experience high quality facilities</b>	<b>3.1 Quality assurance and improvement are led well</b> <b>3.2 Leadership of play and learning</b> <b>3.3 Leadership and management of staff and resources</b>	<b>4.1 Staff skills, knowledge and values</b> <b>4.2 Staff recruitment</b> <b>4.3 Staff deployment</b>
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### Rationale for Change

Data showed us that staff knowledge of Nurture Principles was inconsistent, with some staff having had a wealth of training and others having had very little. We have a high component of children with ASN requirements within this year's EYC cohort who require tailored support to co- or self-regulate. Consistent use of bespoke strategies would support this. 29% of pupils did not meet HWB milestone attainment last year.

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 &amp; outcomes for learners have improved? What does the data tell us which demonstrates impact?</i>	<i>Please enter the cost to the nearest £</i>
Pupils will be effectively supported to co-/self-regulate when displaying distress behaviours. Pupils will feel safe within their learning environment. There will be commonality in language between EYC and school provisions.	<ul style="list-style-type: none"> <li>Introduction of 'Zones of Regulation' programme to support pupils to express their emotions in a healthy and positive way.</li> </ul>	Training October 2024 HT/Ed Psych Resources implementation November 2024 November 2024	<ul style="list-style-type: none"> <li>Staff training database</li> <li>Comparison of year-on-time allocation of pupils receiving internal enhanced provision.</li> <li>PBSP audit as per Quality Assurance calendar.</li> </ul>	All staff engaged in 'Zones of Regulation' training with Educational Psychology on 23/09/24. Post-training, 75% of staff said the training fully met their training needs, rating it 5/5. The remaining 25% rated it as 4/5. Staff commented that the training, "gave a great insight into the framework, why it is important and how we can use it"	

## NORTH AYRSHIRE COUNCIL: COMMUNITIES & EDUCATION

### EYC Improvement Plan 2024-25

	<ul style="list-style-type: none"> <li>Positive Behaviour Support Plans used consistently in supporting dysregulated young people, with all stakeholders consulted.</li> </ul>	SEYP/HT		<p>to teach not only ourselves but students to identify, recognise, understand and regulate their emotions".</p> <p>A Zones of Regulation focussed check-in tool is now in use for all children.</p>	
Pupils will feel well supported by knowledgeable staff team.	<ul style="list-style-type: none"> <li>Delivery of all whole school nurture modules to improve upon staff knowledge of Nurture Principles.</li> <li>Creation of refreshed Promoting Positive Relationships policy to ensure shared understanding of approaches used, in consultation with parents, pupils and staff.</li> </ul>	<p>June 2025 HT</p> <p>June 2025 HT/DHT</p>	<ul style="list-style-type: none"> <li>Staff training database</li> <li>Completed policy document</li> </ul>	<p>All staff have engaged with Whole School Nurture modules, delivered by HT and this training is now complete.</p> <p>All EYC parents have been surveyed in relation to our relationships within the EYC. One parent responded and reported that they 'strongly agree' that behaviour within West Kilbride EYC is good. The same parent also responded 'strongly agree' when asked if they felt behaviour was well managed within West Kilbride EYC. Policy document now complete and available for stakeholders.</p>	