

Ballantrae and Colmonell Primary School and
Early Years Centres

IMPROVEMENT PLAN: 2025-2026



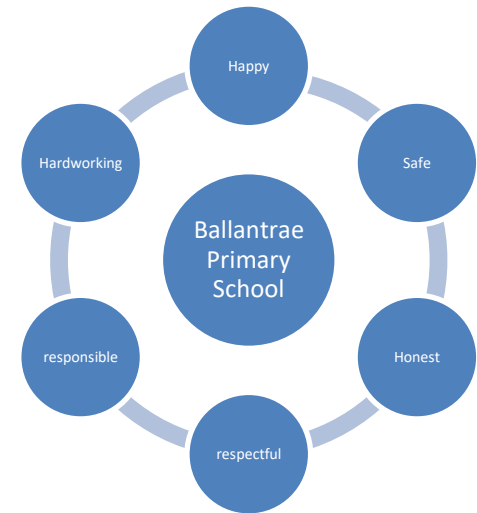
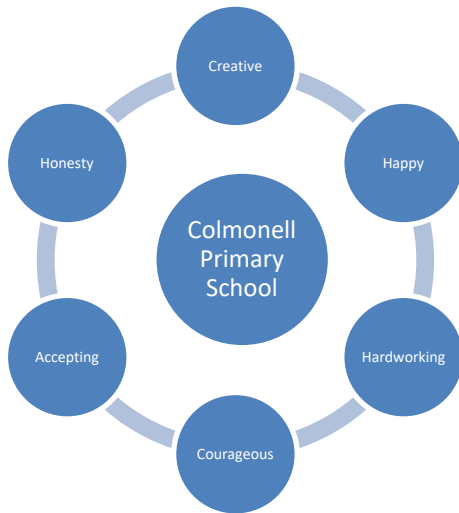
VISION – Reviewed by children, parents and staff in 2023

A safe place to be where we are responsible and respectful and have no limits to our learning.

Lifelong Limitless Learning

VALUES – new values as decided by children 2023

Wisdom Compassion Justice Integrity



Aims – Updated 2025

- To create a safe, happy and caring environment where children, staff and parents can work together to ensure that everyone is encouraged to have a voice, is valued as a member of our school community and enable all to become confident individuals.
- To continually encourage and support high standards of personal achievement in all aspects of life, in school and out, fulfilling each child's individual potential, enabling all to become successful learners.
- To ensure that communication with staff, parents, children and wider community is open and transparent, making regular contact with all through newsletters, school website and involvement in wider community activities and enable all to become effective contributors.
- To nurture our universal health and wellbeing, encouraging positive respectful behaviour in all, to allow everyone to become responsible, global citizens.
- To inspire and support high standards of teaching and learning through continuous self-evaluation of all school work, ensuring all staff are given opportunities to continually develop their skills within a collegiate, cooperative and supportive community.

Rationale for Improvement

Key priorities of the National Improvement Framework

- Placing the human rights and needs of every child and young person at the centre of education ✓ (Learning for Sustainability)
- Improvement in children and young people's health and wellbeing ✓ (Nurture)
- Closing the attainment gap between the most and least disadvantaged children and young people ✓ (Communication Friendly Environments)
- Improvement in skills and sustained, positive school-leaver destinations for all young people ✓ (Learning for Sustainability -Green Skills)
- Improvement in achievement, particularly in literacy and numeracy. ✓ (Oracy)

Our Improvement Plan, this session, focuses on the priorities of the National Improvement Framework first and foremost. Our School Improvement Plan's priorities, reflect the NIF in the following ways:

School Priority 1 - Literacy - Oracy

School Priority 2 - Learning for Sustainability - Green Skills and Climate 180

School Priority 3 - Communication Friendly Environment & Nurture

Cluster Priority 4 - Practitioner Enquiry

PEF - Play based learning & swimming

Following our very successful implementation of 2024/25 school Improvement plan, our focus this session will be on Skills Development. Within this theme, our aim is to create progressive and coherent skills pathways in learning throughout the school, relevant to children's everyday lives and interests. Our skills focus will continue to embed Meta Skills through the Meta Skills Framework, but also begin to look at how these skills overlap with Green Skills. *"In a world facing unprecedented environmental challenges it is vital that young people have the chance to develop the knowledge and skills they need to build a sustainable future."* *Green Skills Unlocked*. Our curriculum will be responsive, and child led. Pupil voice will feature highly. In order to facilitate pupil voice we aim to build a culture of oracy throughout the school. Oracy skills are essential for primary children as they help develop effective communication, critical thinking, and social interaction. Teaching and support staff will effectively develop a skills based curriculum, based on a clear understanding of pedagogical approaches in learning and teaching, further developed through Communication Friendly Schools approach. This will be embedded within consistent, high-quality approaches across all stages in the school. Profiling children's learning and sharing learners

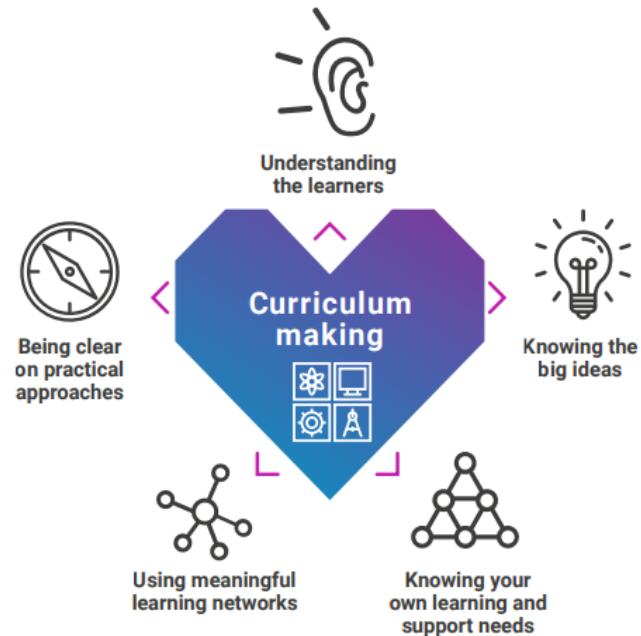
progress in all curricular areas with parents will continue through Learning Journals. Knowledge and understanding of meta skills will continue to enhance learning and teaching within all areas of the curriculum but in particular outdoor learning and play based learning.

Local Authority Improvement Planning, including South Ayrshire Reads and South Ayrshire Learns will run parallel with our own school improvement plan.

Scotland's curriculum - Curriculum for Excellence - helps our children and young people gain the knowledge, skills and attributes needed for life in the 21st century. Using the refreshed narrative, the School Improvement Plan will focus on the following key considerations:

How we do it

Taking curricular aims and translating them into practice is a continuous process. Getting this right is critical and this diagram sets out key considerations, activities and ways of working to support the process of curriculum making.



Self Evaluation

Returning to the Quality Indicators in HGIOS 4, will support regular on-going self-evaluation both in the Primary and in Early Years:

HGIOS 4:

- Leadership and Management: How good is our leadership and approach to improvement? Particular focus on **1.2: Leadership of Learning**
- Learning Provision: How good is the quality of care and education we offer? Particular focus on **2.3 – Learning and Teaching**
- Successes and Achievements: How good are we at ensuring the best possible outcomes for all our learners? Particular focus on **3.3 Increasing creativity and employability.**

Quality Framework for Early Years:

- How good is our care, play and learning?
- How good is our setting?
- How good is our leadership?
- How good is our staff team?

A monitoring and evaluation calendar of self-evaluation activities, for both Early Years and Primary school, will support the leadership team to take a balanced and proportionate approach to Self-Evaluation and focuses on **5 key quality indicators – 1.3, 2.1, 2.3, 3.1, 3.2** which will inform our Standards and Quality self-evaluation at the end of session 2025-26

This School Improvement Plan is the post implementation roundup of a three-year plan which was identified in collaboration with staff and parents. This session we will focus on Skills Development following the development of our Vision, Values and Aims; Learning, Teaching and Assessment, and Curriculum.

Year 1 - Vision, Values, Aims ✓ (Review of SIP 2022/23)

Year 2 - Learning and Teaching and Assessment ✓ (Review of SIP 2023/24)

Year 3 - Curriculum ✓ (Review of SIP 2024/25)

Roundup - Skills Development

Priority 1 – Literacy – Oracy					January 2026 Review
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	
<p>Teaching oracy skills to children will have a significant and positive impact on their development. Incorporating oracy education into the curriculum will lead to well-rounded development, equipping children with the skills they need to thrive academically, socially, and emotionally.</p> <ol style="list-style-type: none"> 1. Enhanced Cognitive Development 2. Improved Academic Performance 3. Increased Confidence and Self-Esteem 4. Better Social Skills 5. Preparation for Future Success 6. Enhanced Emotional Literacy 	<ol style="list-style-type: none"> 1. Staff CLPL on importance of Oracy skills from Early Years to Upper Primary. English Speaking Union Resouce. 2. Development of Oracy skills in all classes: whole school implementation of one oracy aspect each term. 3. Staff reflection and next steps. 	<p>September 2025 June 2025</p>	<p>Clare Sloan PT Ballantrae</p>	<p>Observation of talking and listening in classes.</p> <p>Staff feedback and next steps.</p> <p>Pupil feedback.</p>	

Priority 2 Learning for Sustainability – Climate Change 180 and Green Skills					January 2026 Review
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	
<p>Children will become more adaptable, curious, and equipped to contribute to a sustainable and equitable future [1] with the ability to do the following:</p> <ol style="list-style-type: none"> 1. Enhanced Critical Thinking and Problem-Solving 2. Increased Awareness and 3. Preparation for Future Careers 4. Socio-Emotional Development 5. Interdisciplinary Learning 	<ul style="list-style-type: none"> • CLPL online learning with Climate Change 180 from Learning Through Landscapes • Children's audit of playground. • Practical workshop for playground. • Key staff members to undertake Forest Kindergarten Training with Learning Through Landscapes. • Engagement with local employers with a focus on Green Skills. • CLPL for Teaching staff on Green Skills 	<p>August 2025</p> <p>June 2026</p>		<p>Questionnaires</p> <p>Pupils and staff</p> <p>Playground audit</p> <p>Lesson observations</p>	

Priority 3 – Communication Friendly Schools					
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and Finish Dates	Personnel responsible	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2026 Review
<ul style="list-style-type: none"> Children will experience a supportive inclusive communication friendly learning environment which supports and develops their skills in speech, language & communication Ballantrae & Colmonell Primary Schools and Early Years Centres will aim to achieve the SACFE Learning Environment badge 	<ul style="list-style-type: none"> School & EYC staff will engage in professional learning led by South Ayrshire's Communication Friendly Environments Team (1 hour session - Tuesday 19th August - 1130am - Teams) Self-evaluate learning environment and practice using the South Ayrshire Communication Friendly Environments self-evaluation tool to identify strengths and next steps Staff to transition to the consistent use of Boardmaker symbols for the around the schools/EYCs, visual timetables, lanyards, trays and resources/toys 	<p>August 2025 In-service and ongoing</p>	<p>Led by Yvonne Templeton</p> <p>Class teachers EYPs</p> <p>Supported by Catherine Peat & Caroline Turtle (Speech & Language Therapy)</p>	<ul style="list-style-type: none"> *Children will be experiencing a supportive inclusive communication friendly learning environment which supports and develops their skills in speech, language & communication *Self-evaluation feedback and progression *Impact statements from staff, children & families *Primary Talking & Listening Data *EY Developmental Milestones Data *Achievement of the SACFE Learning Environment badge 	

South Ayrshire Service Plan Priority 2: Outstanding Learning, Teaching and Assessment

We want all our children and young people to experience the highest quality learning and teaching in our schools. We are committed to ensuring a relentless focus on learning, teaching and assessment at the heart of all that we do.

ALL SOUTH AYRSHIRE SCHOOLS 2025-2026

Aims	Actions	Intended Impact	Resources	Measures	Completion Date	
To improve quality and consistency of learning, teaching and assessment across all our EYCs and schools.	Initial meeting with HTs, SAL and Digital Team to propose a 3-year cycle to improve the quality and consistency of outdoor learning, experiential learning, and digital learning approaches across our Cluster EYCs and schools.	To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.		Staff survey (pre and post).	June 2025	
	Practitioner Survey created, distributed, and completed by all relevant EYPs, and teachers involved in the Cluster Project.		Microsoft Form: Girvan Cluster Practitioner Survey.		June 2025	
To improve quality and consistency of experiential learning experiences/approaches across early level and beyond.	SAL Team to collate all baseline data and sort all practitioners into 3 groups (outdoor, experiential, and digital learning) depending on confidence level. Year 1 – least confident (rating 1-6) Year 2 – average level of confidence (rating 7-8) Year 3 – most confident (rating 9-10)				Pupil Voice.	June/August 2025
	HTs Inform EYPs and teachers of their group.				Classroom observation notes, feedback (peers, SLT).	June 2025
To improve the range and quality of outdoor learning experiences across our EYCs and schools.	<u>Leadership Opportunity</u> Key Leads to be identified to work with SAL and Digital Team throughout the Cluster Project (1 or 2 Key Leads with high level of confidence per group).				Staff professional development and review process.	August 2025 – February 2026
	SAL and Digital Team to meet Key Leads to establish role and responsibilities. SAL, Digital Team and Key Leads to plan outdoor learning, experiential learning, and digital learning inputs x4.					September 2025
	Each group to meet separately. All EYPs and teachers: <ul style="list-style-type: none"> - attend Introduction/Training Session 1 to obtain overview of the Girvan Cluster Project: Explanation of 3-year cycle. - participate in self-evaluation activities with Cluster colleagues. 					

<p>To improve the quality and consistency of our approaches to using digital learning.</p> <p>To ensure all staff have access to a comprehensive professional learning offer that supports our continual drive for improvement.</p>	<p>- SAL, Digital Teams, and Key Leads to use self-evaluation activity information to create bespoke training sessions to meet the needs of each group.</p>	<p>To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.</p>	<p>Microsoft Form: Self-evaluation</p>	<p>Staff planning and evaluation documents.</p>	
	<p>Each group to meet separately. All EYPs and teachers attend Training Sessions 2-4 led by SAL, Digital Team, and Key Leads. <u>Test of Change</u> All EYPs and teachers complete gap tasks between each training session in their own setting.</p>			<p>Tracking data on learner progress.</p>	<p>Sept 2025 – Jan 2026</p>
	<p>Each group to meet separately. All EYPs and teachers attend session focusing on Enquiry led by SAL, Digital Team, and Key Leads. Expectation of showcase shared. Groups form trios. Trios agree on a line of enquiry to focus on.</p>			<p>Assessment data – summative and formative including teacher professional judgement.</p>	<p>February 2026</p>
	<p>Trios participate in peer observations. SAL, Digital Team, and Key Leads support if required.</p>				<p>Feb – April 2026</p>
	<p>Each group to meet separately. <u>Cluster Showcase:</u> All EYPs and teachers to attend and share practice with their group. All EYPs and teachers' complete self-evaluation at the end of Year 1.</p>				<p>May 2026</p>
	<p>SAL Team to revisit baseline data. Sort practitioners into 3-groups (outdoor, experiential, and digital learning) for Year 2 (average level of confidence). Identify Year 2 Key Leads.</p>				<p>June 2026</p>

Nurture Delivered by Educational Psychologist

Overview:

- **Staff Questionnaires**
Staff (both teaching and non-teaching) complete the questionnaires from the *Applying Nurture as a Whole School Approach* document. Their responses help identify which of the six nurture principles to focus on.
- **Focused Implementation**
The school then chooses two principles to prioritise over the academic year. Staff use a *practitioner enquiry* model to test out small, practical changes in their own contexts that align with those principles.
- **Professional Learning Inputs**
I deliver input sessions on both the selected nurture principles and the practitioner enquiry process, helping to build confidence and support staff in planning and delivering their projects.

Below is a rough timeline of how this could look across the year—totally flexible and open to adapting based on your context and priorities:

TERM	ACTIVITY
TERM 1	<ul style="list-style-type: none">✓ Staff questionnaires shared and collected (August INSET could work well for this).✓ EP to carry out sample observations in the EYC and selected primary classes using the observation schedule from the <i>Applying Nurture as a Whole School Approach</i> resource.✓ Questionnaire responses and observations used to help identify two nurture principles to focus on.✓ EP can support with analysis and interpretation of the data.
TERM 2	<ul style="list-style-type: none">✓ Two EP input sessions:<ol style="list-style-type: none">1. On the selected nurture principles2. Practitioner enquiry overview✓ Staff use the APDR model (Assess, Plan, Do, Review) to plan small-scale projects—these can be individual, group or whole-class initiatives tailored to their context.✓ Projects planned before the Christmas break, ready to roll out in Term 3.✓ EP can support with identifying useful pre/post measures for evaluating impact.
TERM 3	<ul style="list-style-type: none">✓ Implementation of small projects✓ Mid-point check in with EP to offer any guidance etc.
TERM 4	<ul style="list-style-type: none">✓ EP check in.✓ This term focus on<ul style="list-style-type: none">→ Staff gather post measures to review impact.→ Session to share projects, reflect linking to prioritised nurture principles.→ Option to identify the next two principles to focus on in the following session.

Appendix

Staff – Ballantrae	Staff - Colmonell
HT – Yvonne Templeton	HT – Yvonne Templeton
PT – Clare Sloan	PT – Kimberley Mackintosh
Class Teacher – Michaela Brough	Class Teacher – Peter Low (0.5 fte)
Class Teacher – Sarah Gregg	Class Teacher – Natalie Howie (0.6fte)
	Class Teacher – Erin Houston
Class Teacher – Jade McKane (0.6)	
EYP – Anna Kosak	EYP – Louise Shedden
EYP – Bonnie Clark	EYP – Emma Gibson (0.6FTE)
EYP – Amy Mackintosh	EYP – Margaret McNeill (0.4FTE)
EYP – Gillian Baillie (P1/2) PEF and EYP 0.4 fte	Support Staff –
Support Staff – Jade Holden	

How Good is our Care, Play and Learning?

Quality Indicator 1.1 – Nurturing Care and Support

Goal: Enhance children's active involvement in play and learning through a balance of spontaneous and planned high-quality experiences.

What outcome(s) do we want to achieve?	How will this be achieved? (tasks, training, developments etc)	Person(s) responsible	Timescales (to be completed by)	What will this look like? How will the impact be measured? (include appropriate measures and targets)
<p>Children’s learning, development and wellbeing will be fully supported by ensuring that observations are meaningful and clearly linked to children’s interests and developmental stages.</p> <p>HSCS 1.31 – “As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including open-ended and natural materials.”</p> <p>HSCS1.27 – “I am supported to achieve my potential in education and employment if this is right for me”</p>	<ul style="list-style-type: none"> • Clear procedures for observation, planning and tracking will be created, collegiately with Senior Management and EY staff. • Staff will work collegiately to evaluate observations to develop an understanding of what makes them meaningful. • Fortnightly planning meetings will take place with all staff present to review provision, children’s learning, and next steps. • Introduction of a daily rolling snack, within the playroom. • CLPL from Educational Psychologist on Trauma and Nurture Principles. 	<p>Head Teacher – Yvonne Templeton Early Years Staff – Louise Shedden Emma Gibson Margaret McNeill</p> <p>EY staff – Louise Shedden</p> <p>Educational Psychologist – Debbie Brown</p> <p>Speech and Language Therapist – Caroline Turtle</p>	<p>September 12th 2025</p>	<p>Record of monthly monitoring of observations, planning and tracking by Senior Management and Early Years Staff. Minutes of EY Years meetings. Children’s voice in planning and Learning Journals. Parental views from monthly questions and focus group for improvement.</p> <p>Food and Nutrition Policy Planning for snack including children’s voice. Observation of interactions during mealtimes. Training records and evaluations from Nurture Principles CLPL</p> <p>Training records and evaluations from Communication Friendly Environments CLPL</p>

	<ul style="list-style-type: none"> • CLPL from Speech and Language Therapy on Communication Friendly Environments 			
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Quality Indicator 1.3 – Play and Learning

Goal: Ensure play is purposeful, engaging and supports progression in learning.

What outcome(s) do we want to achieve?	How will this be achieved? (tasks, training, developments etc)	Person(s) responsible	Timescales (to be completed by..)	What will this look like? How will the impact be measured? (include appropriate measures and targets)
<p>Children’s imagination is nurtured through thoughtful innovation and creative play and learning approaches. Their language, literacy, and numeracy skills are strengthened through engaging, play-based learning experiences that are rich in meaning and purpose.</p> <p>HSCS 1.31 – “As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including open-ended and natural materials.”</p>	<p>All outdoor provision will be reviewed and assessed by EY staff and Senior Management. As a result of this review a clear rational, implementation strategies and guidance will support staff to engage children in outdoor play will be created. Forest Kindergarten will be reinstated within the local community.</p> <p>Key staff will undertake Local Authority training on mathematical development.</p>	<p>Yvonne Templeton - HT Early Years staff: Emma Gibson Margaret McNeill Louise Shedden Emma Gibson EYP</p> <p>Louise Shedden EYP</p> <p>Yvonne Templeton – HT</p>	<p>October 25th 2025</p>	<p>Outdoor Provision Policy, including Forest Kindergarten. Planning records for outdoor experiences and their evaluations.</p> <p>Evaluations of play experiences developing literacy and numeracy. Tracking and monitoring of children’s progress in Milestones and CfE benchmarks for Literacy and Numeracy. Monitoring records of observations of children’s learning in the outdoor environment. Monitoring records of planning and children’s experiences recorded in Learning Journals. Monitoring records of Personal Planning.</p>

HSCS1.27 – “I am supported to achieve my potential in education and employment if this is right for me”	Three Read Approach will be reinstated supported by Blooms Buttons questions Stems. Local authority training for EY staff in Phonological Awareness and PATHS programme.	Nita Fergusson LA lead		
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How Good is our Setting?

Quality Indicator 2.2 – Children Experience High Quality Facilities

Goal: Ensure children’s safety and access to secure, well-maintained facilities.

What outcome(s) do we want to achieve?	How will this be achieved? (tasks, training, developments etc)	Person(s) responsible	Timescales (to be completed by..)	What will this look like? How will the impact be measured? (include appropriate measures and targets)
Children’s creativity, engagement and learning through play is enhanced through range and quality of resources available. Children will be curious, use their imagination and be able to solve problems. HSCS 2.27 – “As a child, I can direct my own play and activities in the way that I choose and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my	Local Authority will repair nappy changing ventilation to meet guidance.	Yvonne Templeton HT to contact Local Authority.	October 10 th 2025	Ventilation will meet required guidelines.
	See 1.3 re outdoor learning. Risk assessments will be updated to reflect provision. Staff will be made aware of the need to be proactive when identifying risk.	Yvonne Templeton HT and EY staff.	October 25 th 2025	Review and update of risk assessments. Risk/benefit analysis reviews. Monitoring records of accidents and incidents. Monitoring records of H&S daily/monthly check-ins.
	Daily/weekly review of resources. Zone planning to ensure consumables are replaced when required and staff know their roles.	Early Years Staff Louise Shedden Emma Gibson Margaret McNeill	September 25 th 2025	Monthly monitoring records of play-room experiences and resources available to children. Monitoring of children’s experiences in planning records and Learning Journals.

natural curiosity, learning and creativity.” HSCS 1.31 – “As a child, my social and physical skills, confidence , self-esteem and creativity are developed through a balance of organized and freely chosen extended play, including using open-ended and natural materials.”	Review and purchase of resources which are open-ended and age appropriate.	Early Years staff. Louise Shedden Margaret McNeill Emma Gibson	October 25 th 2025	Termly monitoring of resources. Health and Safety monitoring. Monitoring of infection control cleaning and repair rota. Parent comments from fortnightly meetings. Children’s voice in planning.
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How good is our Leadership?

Quality Indicator 3.1 – Quality Assurance and improvements are led well.

Goal: Embed robust systems for continuous improvement and Evaluation.

What outcome(s) do we want to achieve?	How will this be achieved? <i>(tasks, training, developments etc)</i>	Person(s) responsible	Timescales <i>(to be completed by..)</i>	What will this look like? How will the impact be measured? <i>(include appropriate measures and targets)</i>
Outcomes for all children are positive through strengthened quality assurance processes. Positive outcomes for children are clearly linked to staff involvement in self-evaluation and identification of improvement targets.	Our Early Years Vision and Values will be revised and updated with parents, children and staff.	Yvonne Templeton HT	October 25 th 2025	Our vision, values and aims will be displayed in the Early Years, Handbook and shared with all parents in a Newsletter. Observations of staff interactions records. Shared findings in newsletter. Evaluation of Centre Improvement Plan on a termly basis.

<p>HSCS 4.19 – “I benefit from a culture of continuous improvement, with the organisation having robust and transparent quality assurance processes.”</p> <p>HSCS 4.11 – “I experience high quality care and support based on relevant evidence, guidance and best practice.”</p>				
	<p>Monthly self-evaluation meetings linked to Quality Indicators and feedback from children and parents.</p>	<p>Yvonne Templeton HT</p>	<p>June 30th 2026</p>	<p>Minutes of meetings. Observations of play experiences and children’s interactions. Parental feedback. Children’s voice in planning.</p>
	<p>Fortnightly self-improvement visits in setting which include visits from Local Authority key staff, Head Teacher, other Early Years staff from partner EY setting.</p>	<p>Yvonne Templeton HT</p>	<p>June 30th 2026</p>	<p>Plan of visits and focus for visits. Feedback from visits. Records of Parental Involvement in self-evaluation, questionnaires, fortnightly focus meetings. Evaluation of self-improvement plans.</p>

How good is our Staff Team?

Quality Indicator 4.3 – Staff Deployment

Goal: Improve communication and consistency in staffing for children and families.

<p>What outcome(s) do we want to achieve?</p>	<p>How will this be achieved? (tasks, training, developments etc)</p>	<p>Person(s) responsible</p>	<p>Timescales (to be completed by..)</p>	<p>What will this look like? How will the impact be measured? (include appropriate measures and targets)</p>
<p>Children’s learning experiences and outcomes will be enhanced by confident staff who are highly skillful in planning for and</p>	<p>Introduction of the National Induction Resource (2023) to support monthly</p>	<p>Yvonne Templeton HT to facilitate.</p>	<p>30th June 2026</p>	<p>Monitoring and tracking of children’s experiences. Planning records, self-evaluation records, Learning Journals reviews.</p>

<p>tracking progress in rich, engaging learning environments.</p> <p>HSCS 3.14 – “I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.”</p>	<p>mentoring/self-evaluation meetings.</p> <p>Monthly Self-evaluation meetings using Quality Improvement Framework.</p>			<p>Feedback from staff.</p> <p>Feedback from parents.</p> <p>Children’s views</p> <p>Monitoring of planning and interaction with children and their parents.</p> <p>Evaluation of self-improvement plans.</p> <p>PRD plans and evaluations.</p>
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