

Culzean Early Years Centre

Improvement Plan 2026-2027

Vision, Values and Aims

As a newly established standalone Early Years Centre, Culzean EYC will work collaboratively with children, families, staff and partners to develop our shared Vision, Values and Aims during session 2026-2027

Our shared campus value - Respect

Learning Together at the Heart of the Community



South Ayrshire Council Plan

- Spaces and Places
- Live, Work, Learn
- Civic and Community Pride

Children's Services Plan

- The Promise: Our commitment to Keeping the Promise
- Family: Promoting whole family wellbeing
- Included: Early help for children with diagnosed or undiagnosed additional support needs
- Healthy: Improving physical and mental health for children and young people
- Voice: Involving children and young people in local decision making
- People: Collaborative learning and reflection opportunities for the work force

Education Services Priorities

- Included, engaged and involved
- Delivering excellence in learning, teaching and assessment
- Transforming our curriculum
- Towards a self-improving education system

National Improvement Framework Priorities

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

Priority 1 – Inclusion, wellbeing and belonging				
Quality Indicators –				
- Wellbeing, Inclusion and Equality - Nurturing care and support - Play, learning and developing - Learning, teaching and assessment				
What do we want to achieve?	How will we achieve this?	Lead person	Start & finish	How will we measure impact?
To promote respect, inclusion and emotional wellbeing across the centre.	 Introduce Respectful Rocky Robin (RRR) as a whole center approach to promote respectful relationships, kindness, empathy and positive behavior. Staff will share the RRR story to explore real life situations, staff will use RRR stickers and certificates to provide immediate recognition for children who demonstrate respectful choice and behaviors. We will share and celebrate successes on the “roots of respect” tree.	All staff	Aug 2026 – Jun 2027	 Almost all children will demonstrate respectful relationships with peers and adults. Evidenced by observations of children’s interactions, monitoring of RRR behaviours, and children’s voice. 92% of pre-school children will achieve “I am aware of the expectations of behaviour and can follow rules” an increase of 5% from previous year.
	 Introduce and implement Think Equal to develop emotional literacy, empathy and positive relationships.	Amanda	Aug 2026 – Jun 2027	 80% of preschool children will achieve “I can express my feelings appropriately” an increase of 9% from previous year.
	 Provide targeted support and interventions for children with ASN. (Little Listeners, Chatty Champions, Think Equal)	Amanda/Emma	Oct 2026 – Jul 2027	 85% of preschool children will achieve “I can show respect for others, resources and property” an increase of 5% from previous session.
	 Strengthen children’s voice by embedding meaningful participation within Personal Care and Learning Plans and STINT. Using Seesaw; Children will be supported to draw their ideas, experiences and suggestions, have adults scribe their own words, record their own voice and use photos and videos to communicate their opinions.	Natalie/All staff	Sept 2026 – Jul 2027	 All children receiving targeted support or interventions will show progress from their individual baseline and towards personal targets. (Developmental Milestones, Flexible Pathways, STINT targets, Intervention tracking)
	 All staff will encourage respect for resources, the environment and one another. All staff will use positive role modeling, meaningful conversations and reflective practice to help children understand the impact of their actions and develop a sense of responsibility and care.	All Staff	Aug 2026- Jul 2027	 Monitoring, observations and learning walks will evidence consistent nurturing, inclusive and co-regulatory approaches across the centre. Observations will take place termly, with findings used to identify strengths, areas for development and targeted professional learning.
	 Embed consistent expectations and positive role modelling across the centre; Stay, Play and Put it Away.	All staff	Aug 2026- June 2027	 Family feedback will show that all families feel their child is welcomed, included, understood and appropriately supported. (Questionnaires, family event evaluations, suggestion box, family workshops, “you said, we did”)
	 Strengthen systems for monitoring, promoting and improving children’s attendance. Our EEL will work with staff and families to identify and address the barriers to attendance.	Emma		 All PCLP and STINT will include child’s voice; captured using the most developmentally appropriate approach for each child. (drawing, adult scribe, voice recording, photos and videos).
				 Learning walks and observations will evidence consistent use of “Stay, Play and Put it Away” expectations by all staff across the centre.
				 Overall attendance will increase from 82% to 87%, evidenced through monthly analysis of attendance data with targeted support monitored for children with persistent or emerging absence.

Priority 2- Leadership and Management				
Quality Indicators -				
- Leadership of continuous improvement - Leadership and management of staff and resources - Staff skills, knowledge values and deployment				
What do we want to achieve?	How will we achieve this?	Lead person	Start & finish	How will we measure impact?
To strengthen leadership at all levels to drive continuous improvement and improve outcomes for children.	- Develop clear leadership roles, remits and responsibilities for all staff. - Create a new Culzean EYC vision, values and Aims, in parentship with children, families, staff and stakeholders. - Establish leadership groups. Leadership groups – Creativity & Innovation - Develop inspiring environments, promote inquiry and open-ended play, and evaluate impact on children’s creativity. Inclusion & belonging - Promote equity, nurture, children’s rights and targeted support for all children. Sustainability - Lead sustainable practices, outdoor learning and children’s understanding of caring for the environment. Voices & influence - Strengthen participation by ensuring children, families and staff voice inform planning, decision making and evaluation. Communication & Literacy - Lead improvements in language, communication, and early literacy through high quality interactions and targeted interventions. Each leadership group will develop an annual action plan, undertake self-evaluation, monitor progress termly and share evidence of impact with leadership team.	Natalie Natalie/ all staff Natalie <u>Leah</u>, Nicole, Nicola, Susan, Holly, Lee F <u>Amanda</u>, Lisa, Ebony, Hollie <u>Caitlin</u>, Jay, Rhian Laura. <u>Emma</u>, Tracy, Mirren, Lee H, Laura/ Nicole/ Lauren <u>Kerri-Ann</u>, Michelle, Lindsay Lauren	Aug 2026 – Oct 2026 Aug 2026 – Dec 2026 Aug 2026 Aug 2026 – Jun 2027	100% of staff will be able to clearly describe their leadership role, responsibilities and staff remit. - Our Vision, Values and Aims will be co-created with children, families, staff and partners with evidence of meaningful consultation. (Questionnaires, votes, discussions.) - All leadership groups will complete 3 self-evaluation activities across the year and record identified strengths, areas for improvements and actions. 90% of the learning environment areas will achieve a “green” rating in the termly creativity environment audit and identified actions completed within the agreed timescales. 85% of pre-school children will achieve “I am becoming aware of my rights and rights of others” an increase of 6% from last session. - At least two sustainable practices will be implemented across the centre following leadership group evaluation and planning. Projects will be reviewed termly. 90% of children will participate in a sustainability project identified by the Leadership group and evidenced through observations and tracking. 100% of leadership groups will evidence how children, staff or families’ views have informed decision making or improvement each term. (mind maps, videos, questionnaires, votes, discussions.) 95% of preschool children will show good or very good progress in communication and literacy, evidenced in Literacy and English tracker. This is an increase from 92% in previous session.

South Ayrshire Service Plan Priority					
Priority: Improving Our Curriculum					
ALL SOUTH AYRSHIRE SCHOOLS 2026-2027					
Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To increase all teacher understanding of the purpose and relevance of the CIC and the rationale behind curriculum reform.	- The EYC will identify a curriculum lead to support the implementation of curriculum reform and act as a link with authority-wide developments. - The curriculum lead will participate in authority Train-the-Trainer professional learning to ensure consistent messaging and build internal capacity. All staff will engage in planned CLPL to build understanding of curriculum reform during the two allocated twilight sessions using materials created by Curriculum PTs.	Staff are clear on the key terminology around curriculum and educational reform. Staff can clearly articulate why curriculum change is being made. All staff are clear on the national timeline for implementation of the CIC	Presentation created by Curriculum PTs	Staff survey (pre-and-post twilight sessions) Evaluation	August 2026 September 2026 January 2027
To provide clear and consistent communication for all staff and stakeholders in relation to Scotland's Curriculum	- Staff will access the authority's central digital hub for curriculum resources, exemplars and professional learning materials. - All staff will attend the relevant authority curriculum conference. - Content will be created centrally to raise awareness of the CIC and used by schools to engage wider school community. - The Curriculum PTs will offer support with parental engagement as requested. - School leadership team will receive regular CIC information via director's education update. - All Head Teachers will attend two authority HT Curriculum Conferences.	Staff will feel supported during the early stages of transition. Staff feel well informed and confident in discussing curriculum changes with colleagues, learners and families. Parents and stakeholders will better understand Scotland's curriculum and the future changes.	Central digital padlet Exemplars and professional learning materials Schools preferred media platforms	Analytics from shared online space (comments, resources, access to the toolkit and materials)	June 2026 May 2027 December 2026 June 2027
To establish an understanding of a concept-based curriculum and to introduce the Know-Do-Understand model .	'Curriculum of Hope' professional reading distributed during the 'Train-the-Trainer' session for key leads. Values from the 'Curriculum of Hope' text shared with all staff during twilight sessions. Key leads to gather staff feedback at the beginning of the first twilight. Key leads to repeat the staff survey at the end of the second twilight to gauge progress.	All staff understand the principles of a concept-based curriculum. All staff will have had opportunities to engage with the values and principles of 'A Curriculum of Hope'.	'A Curriculum of Hope' professional reading Microsoft form for twilight	Pre/Post Survey Data	October 2026 February 2027