



# Girvan Early Years Centre

**Improvement Plan 2023 - 2024**



## Vision

At Girvan Early Years Centre we will strive to support everyone in achieving their full potential in a vibrant, safe, inclusive, high quality learning environment.

We will achieve this by:

- Working in partnership with families, agencies and the wider community
- Ensuring the experiences we provide are of high quality and are available to every child
- Using effective quality assurance systems to ensure continuous improvement
- Being the best we can be to ensure our children thrive and reach their potential

## Values

After consultation with staff, parents, carers and children our values are at the heart of what we do every day to benefit the children we care for:

- Quality
- Fun
- Honesty
- Respect
- Consistency

## Aims

To provide children with:

- A safe, happy, nurturing environment which offers a variety of challenging and stimulating learning experiences both indoors and outdoors
- Experiences that meet children's needs, develop curiosity and builds confidence to support us to close the poverty related attainment gap
- Opportunities to be a part of the community and to be aware of the importance of caring about the environment and others
- Smooth transitions throughout the Centre and with local primaries to ensure continuity and progression where information is shared and valued.

Using SHANARRI indicators these aims are all achievable and reflect the Health and Social Care Standards principles of:

Dignity and Respect

Compassion

Responsive Care and Support

Wellbeing

Be Included

## South Ayrshire Council Plan

Effective Leadership that promotes fairness  
Closing the Gap  
Grow well, live well, age well  
South Ayrshire works  
Stand Up for South Ayrshire  
A better place to live

## Children's Services Plan

Outstanding universal provision  
Tackling Inequalities  
Love and support for our Care Experienced young people and young carers  
Good physical and mental wellbeing  
Promoting Children's Rights

## Educational Services Plan and 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  
Improvement in employability skills and sustained positive school leaver destinations for all young people  
Improvement in attainment, particularly in literacy and numeracy

## National Improvement Framework- Drivers

School and ELC Leadership  
Teacher and practitioner professionalism  
Parent/ carer involvement and engagement  
Curriculum and assessment  
School and ELC Improvement  
Performance Information

## What is our capacity for continuous improvement 2023

### HGIOELC

1.2 Leadership of Learning

1.5 Management of resources to promote equity

2.2 Curriculum

2.3 Learning, Teaching & Assessment

3.2 Securing children's progress

3.3 Developing creativity and skills for life & learning

### CI Quality Framework

3.2 Leadership of Play & Learning

3.3 Leadership & management of staff & resources

1.3 Play & Learning

1.3 Play & Learning

3.2 Leadership of play & learning

2.1 Quality of the setting for play and learning

Looking at the importance of learning and teaching for all members of staff.

To increase our confidence in self-evaluation and quality assurance.

To use effective observations to improve outcomes and evidence progress for each child.

To go forward with a reflective and positive approach within a passionate and enthusiastic team.



**South Ayrshire Service Plan Priority:**  
Closing the poverty-related attainment gap by improving attainment in literacy

**SAR Strategic Plan Priority:**  
To raise attainment in literacy and close the reading attainment gap between the most and least disadvantaged children and young people in South Ayrshire

**ALL SOUTH AYRSHIRE SCHOOLS/EYCS  
2023-2024**

SAR Strategic Aim	Actions	Intended Impact	Resources	SAR Lead	Completion Date
<p><i>To develop confident and skilled readers in South Ayrshire with a lifelong love of reading and the confidence to access all aspects of education, culture and society</i></p> <p><i>To support and develop all education staff in South Ayrshire to implement best practice through a culture of shared knowledge, collaboration and enquiry</i></p>	By <b>June 2023</b> all schools will have an identified literacy lead	<p><b>The values, vision and aims of South Ayrshire Reads is consistent and clear to all stakeholders</b></p>	All literacy lead can join a dedicated MS Team to ensure access to information, local/regional/national messages and resources and, opportunities to collaborate.	Vickii Megan Ashley	<b>June 2023</b>
	By <b>June 2023</b> all clusters will have an identified SAR link person to direct enquiries / requests to.		<i>South Ayrshire Reads</i> strategy document and MS Team	Megan Hainey Deborah Gardiner	<b>June 2023</b>
	By end of <b>August 2023</b> ALL education staff, parents, children and young people will be introduced to the strategic vision of (SAR)the South Ayrshire Reads initiative.		SAR Video link will be provided, and time allocated on August Inservice days to share with all school staff.	Liz Candlish	<b>August 2023</b>
	By <b>April 2024</b> ALL education staff will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		<b>April 2024</b>
	By <b>April 2024</b> ALL parents, carers and partners will have had the opportunity to attend an online South Ayrshire Reads Engagement session		Multiple dates will be available throughout the session and will be promoted through Reading Leaders Network, Education Update and, SAR Twitter feed		<b>April 2024</b>
	By <b>February 2024</b> ALL school assistants will have had the opportunity to attend in-person Supporting Children with Reading training		Training will take place on both October 2023 and February 2024 Inservice days		<b>October 2023 February 2024</b>

**Priority 1: TO IMPROVE ATTAINMENT IN LITERACY**

**HGIOELC**

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<ul style="list-style-type: none"> <li>✚ To improve children's outcomes in communication and language and close the poverty related attainment gap</li> <li>✚ Children being able to communicate their learning in a confident way that is applicable to them</li> <li>✚ To effectively develop reading skills</li> <li>✚ Children and young people to experience quality learning and teaching in literacy</li> </ul>	<ul style="list-style-type: none"> <li>✚ Giglet training</li> <li>✚ Talkboost for targeted children</li> <li>✚ Support from SAR Communication Friendly Team and SAR Literacy Team</li> <li>✚ Literacy audit</li> <li>✚ Parental involvement using home link activities/story bags/book lending</li> <li>✚ Teachers supporting EYPs in providing quality questioning and listening using Blooms</li> <li>✚ Forest Kindergarten</li> <li>✚ Using Makaton throughout the Centre for all</li> </ul>	<p>Lisa Moyes training Vickii</p> <p>Vickii</p> <p>All rooms</p> <p>All rooms</p> <p>Teachers</p> <p>Nicole Demi</p> <p>Victoria</p>	<p>September</p> <p>September to May</p> <p>August to June</p> <p>September to June</p> <p>August to June</p> <p>October to June</p> <p>October to June</p> <p>November</p>	<ul style="list-style-type: none"> <li>✚ Data from Talkboost</li> <li>✚ Milestone data- increase % of children achieving communication and language milestones to 90% for 8/10 milestones. Currently 66%</li> <li>✚ Increase % children achieving milestone in identifying rhyming words to 90%. Current measure 64%</li> <li>✚ Increase % children achieving milestone in identifying words that start with the same sound to 90%. Current measure 55%</li> </ul>

	<ul style="list-style-type: none"><li>✚ Nursery rhyme week to promote with parents/carers</li><li>✚ Story telling week to promote with parents/carers</li></ul>	Teachers  Teachers	January	<ul style="list-style-type: none"><li>✚ Children and staff using Makaton with confidence</li></ul>



**Priority 2: TO IMPROVE ATTAINMENT IN NUMERACY  
HGIOELC**

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<ul style="list-style-type: none"> <li>✚ To improve children's outcomes in maths and numeracy and close the poverty related attainment gap</li> <li>✚ Children to experience high quality learning and teaching in maths and numeracy</li> </ul>	<ul style="list-style-type: none"> <li>✚ Education Scotland training/resources</li> <li>✚ Parental involvement using home link activities/story bags/book lending</li> <li>✚ Maths week promoted to encourage parents/carers. Activities planned</li> <li>✚ Story telling week promoted to encourage parents/carers. Activities planned</li> <li>✚ Through Forest Kindergarten experiences linked to planning</li> <li>✚ Through learning walks in the community</li> <li>✚ Through loose parts play and experiences</li> </ul>	<p>2 year olds</p> <p>Teachers</p> <p>Teachers</p> <p>Demi Nicole</p> <p>All staff</p> <p>All staff</p>	<p>September to June</p> <p>April to June</p> <p>September</p> <p>January</p> <p>October to June</p> <p>ongoing</p> <p>ongoing</p>	<ul style="list-style-type: none"> <li>✚ Milestone data- increase % of children achieving 8/10 maths and numeracy milestones to 90%. Currently 78%</li> <li>✚ Increase % children achieving milestone in <i>recognising how many without having to count to 85%</i>. Current measure 43%</li> <li>✚ Increase % children achieving milestone in <i>understanding information in simple graphs and bars to 85%</i>. Current measure 48%</li> </ul>



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Priority 3: TO IMPROVE ATTAINMENT IN HEALTH AND WELLBEING HGIOELC				
What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Lead Person	Start and Finish Dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)
<ul style="list-style-type: none"> <li>✚ To improve children's outcomes in health and wellbeing and close the poverty related attainment gap</li> <li>✚ For children to feel valued and recognised for their efforts and achievements in and out of the Centre</li> <li>✚ For children to be able to communicate their learning in a confident way that is applicable to them</li> </ul>	<ul style="list-style-type: none"> <li>✚ Embed Forest Kindergarten for all children as another member of staff is trained</li> <li>✚ Using PATHS programme for all children as a way to empower them to develop the fundamental social and emotional learning skills that will enable them to make positive choices in life</li> <li>✚ The use of Learning Journals by parents/carers to share wider achievements and interests. Support and training given.</li> </ul>	<ul style="list-style-type: none"> <li>Demi Nicole</li> <li>Seniors</li> <li>Seniors</li> </ul>	<ul style="list-style-type: none"> <li>October to June</li> <li>October to June</li> <li>August to June</li> </ul>	<ul style="list-style-type: none"> <li>✚ Milestone data- increase % of children achieving 8/10 health and well being milestones to 100%. Currently 93%</li> <li>✚ Increase % children achieving milestones in <i>talking about their learning</i> to 90%. Current measure 67%</li> <li>✚ Data from PATHS</li> <li>✚ Children will be able to share how they are feeling and be confident in doing so</li> </ul>

	 Children's Rights will be promoted throughout the Centre by using the UNCRC information	Laura Armstrong	September to June	 Parents will be confident is accessing and using Learning Journals
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## Cluster Priority: Expressive Arts Framework

To focus on improving confidence and competence of staff to effectively teach Expressive Arts and provide learners with the skills, approaches, knowledge and understanding that they require throughout their lives:

Year 1 art and design; Year 2 dance and drama; Year 3 music. **Laura Livingston will be the lead on this.**

What Outcomes Do We Want To Achieve?	How Will We Achieve This? (Intervention Strategies)	Start and finish dates	How Will We Measure Impact On Children and Young People? (Include Where Possible Current Measure and Target)	January 2024 Review
<ul style="list-style-type: none"> <li>Children and young people's skills development, approaches to and knowledge and understanding in Expressive Arts is enhanced due to further staff development of pedagogy and assessment.</li> <li>Children and young people have a coherent and progressive learning experience in Expressive Arts across and throughout Girvan cluster schools/EYCs. There is a collegiate development of an art and design programme linked to Girvan Academy.</li> <li>Children, young people and staff will engage more readily with Expressive Arts and aspire to pursue a career in Expressive Arts.</li> <li>Staff will share experiences and good practice at all levels, moderate expectations in Expressive Arts and develop greater collegiality between cluster schools/EYCs.</li> <li>Children and young people will experience quality learning and teaching in Expressive Arts due to increased levels of confidence and expertise in staff.</li> </ul>	<ul style="list-style-type: none"> <li>Individual schools will have negotiated collegiate time with staff to make these tasks happen.</li> <li>All teaching/EYC staff will join a group of 3.</li> <li>Each member of staff may be from another CFE level.</li> <li>August In Service: HTs will present the plan to all staff; staff will be notified of their Trio and focus area and asked to contact each other.</li> <li>Steering Group: carry out school/EYC audits; staff consultation; provide CLPL over the session; collate a directory of professional and community links to aid with planning and delivering art and design lessons; identify and cascade up-to-date information relating to planning and assessing art and design.</li> <li>September Twilight: Trios will meet at Girvan Primary School to plan lessons and arrange dates for lessons to be taught</li> </ul>	<p>August 2023 - June 2024</p>	<p>Individual school/EYC self-evaluation of Expressive Arts.</p> <p>Showcase Presentation in May.</p> <p>Classroom observations (SMT, mentors, colleagues from across schools/EYCs).</p> <p>Staff evaluations following CLPL activities.</p>	<p>Cluster questionnaire for staff and children.</p>

<ul style="list-style-type: none"> <li>Quality learning and teaching will be informed through reliable and relevant assessment information.</li> </ul>	<p>and observed over the next 5 months (3 lessons, 3 visits).</p> <ul style="list-style-type: none"> <li>September - November: Trios will observe one colleague teaching an art and design lesson (time swapped from RCCT/collegiate time).</li> <li>October In Service morning: Trios will engage in training at Girvan Primary School around their focus area-led by steering group.</li> <li>November Twilight: Trios will meet at Girvan Primary School to discuss observed lesson and identify good practice to take back to own school/EYC; next visit for observed lesson will be arranged.</li> <li>December - January: Trios will observe second colleague teaching an art and design lesson (time swapped from RCCT/collegiate time).</li> <li>January Twilight: Trios will meet at Girvan Primary School to discuss observed lesson and identify good practice to take back to own school/EYC; next visit for observed lesson will be arranged.</li> <li>January - March: Trios will observe third colleague teaching an art and design lesson (time swapped from RCCT/collegiate time).</li> <li>May In Service morning: Showcase session at Girvan Primary School to celebrate staff and pupil learning.</li> </ul>		<p>Children's views on Expressive Arts.</p>	
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