



Girvan Early Years Centre

Improvement Plan 2026- 2027



Vision

To support and inspire everyone to achieve their full potential.

Values

After consultation with staff, parents, carers and children our values are:

- Fun
- Respect
- Equity
- Consistency
- Honesty
- Quality

Aims

To provide:

- A safe, happy, nurturing environment where families are treated with respect in a non-judgemental and polite manner
- High quality inclusive learning experiences that value the needs of all the children
- Opportunities to build relationships with parents/carers enabling them to be part of their child's learning and experiences in the Centre
- The space where children can thrive and feel valued

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

What is our capacity for continuous improvement 2026/27

Our capacity to improve is good. We have 2 new Early Years Practitioners joining the team who will give us new and fresh ideas. The management team have become stronger over the past year, and this will continue to grow especially as one of the Seniors and the EEL are going to be involved in the Depute training. Staff are happy in their rooms and have built up good relations so will be able to work together and support each other in the year ahead with confidence and respect.

Supporting the new PT and welcoming her into the team and allowing her to share her knowledge and expertise will be beneficial to the Centre. Going forward with a new approach in supporting children with additional needs, will hopefully prove to be a positive step for change and improve outcomes for the children involved.

All staff have the same vision, values and aims, so going forward we will strive to offer the best quality experiences and outcomes for all children.



Priority 1: To improve outcomes in numeracy across all areas of the Centre				
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)
- To improve children's outcomes in maths and numeracy - Children will experience quality learning and teaching in maths and numeracy in the outdoor environment - To improve outcomes in achieving milestones around recognising numbers and subitising - For staff to be more confident in offering sand and water experiences that support mathematical learning	Through Forrest Kindergarten experiences	Nicole	September to May	Milestone data- increase % of children achieving 8/10 maths and numeracy milestones to 90%. Currently 81%
	Staff who are trained as Mathematical Thinkers monitor the depth and breadth of mathematical experiences offered in all areas and environments	Yasmin Paula Ashley Megan Jill	August to May	
	All staff engage in relevant training		When available	Increase % children achieving 8/10 milestones <i>in recognising how many without having to count</i> milestone to 80%. Current measure 71%
	Relevant resources alongside quality interactions will be evident across all areas of learning		August to May	Increase % children achieving 8/10 milestones <i>in 'recognising numerals 0-10'</i>. 71% increase to 85%
	The EEL will support children by offering small group opportunities and experiences to enhance their skills indoors and outdoors	Paula	August to May	
	- The PT will offer support and challenge to the children recognised through relevant interventions and activities - The PT will support staff in developing their confidence in offering relevant experiences to develop mathematical thinking	Joanne	September to May September to May	Playroom observations will evidence children are being supported and challenged appropriately in their learning through improved interactions and opportunities to explore maths and numeracy across the EYC

Priority 2: To support children with additional support needs which will remove barriers for learning

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)
✚ For children to achieve their potential ✚ For children to feel included, valued and respected ✚ For children to be able to communicate their needs ✚ For children to develop their skills in regulating their emotions ✚ For staff to be confident in recognising progress and recording achievements ✚ To effectively support the families of the children involved in a more targeted and specific method ✚ For children to develop positive relationships with staff and peers ✚ Continue with the ASN support group for families	✚ Children who have been recognised as requiring support will be in the same room and key group ✚ Keyworkers will oversee the group and support other staff with the observations and recording of assessments ✚ The interventions will be specific to the needs of the children ✚ Working closely with outside agencies and following plans to achieve targets will be the responsibility of the lead keyworkers ✚ Keyworkers and support staff will follow STINT paperwork to allow children to achieve their targets ✚ Keyworkers will receive training as required ✚ Support staff will receive training as required ✚ Liaise with the other agencies as before	Mandy Laura M Laura F Nikki Kathryn Bernie Laura M Laura F Mandy Laura M Laura F Kathryn Nikki Laura M Laura F Kathryn Nikki Bernie Mandy	August to June August to June January to March 27	Assessment information Targets will be achieved Children will be happy and content Children will be engaged Children will be able to regulate their emotions Families will feel supported and listened to Working with Clair to support us with any impact measuring resources and using other assessment tools available, as we progress on our journey Families feedback and impact of the group

Priority 3: To improve opportunities for learning outdoors

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)
- Staff to be confident in leading learning outdoors - Children to be confident in problem solving - To develop enquiry and investigation skills in the outdoor environment - To extend children's opportunities for learning in the outside space - To develop gross motor skills by offering appropriate opportunities and space - To enhance wellbeing and engagement in the outdoor space	- Offer relevant training to all staff - Use relevant materials from Mindstretchers programme or other - Use strategies available through the mathematical thinkers padlet - Offer regular outdoor learning walks in small groups to develop listening and observation skills - Using the outdoor space effectively by staff setting up learning opportunities and supporting these with positive interactions - The PT will offer support by sharing knowledge around communication skills that can be used outdoors - EEL will continue offering Play on Pedals to support gross motor skills and balance - Offering different outdoor learning environments in the community eg beach, forest kindergarten, 3G pitch, parks etc	Alison Mathematical thinkers Jill Megan Yasmin Ashley Paula Joanne Paula	When available September to June February to June	The % of children achieving 8/10 milestones across the curriculum will increase from 85% to 90% Children's interest in learning outdoors will have increased and we will know this from the data we gather Evidence gathered from the levels of achievement data for pre school children Using the Leuven scale we will measure the level of engagement Data from play on pedals Children will be more confident in talking about their learning outdoors and this will reflect in the milestone data. Target to increase from 85% achieving this milestone to 95%

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 2026-2027

Aims	Actions	Intended Impact	Resources	Measures	Completion Date
To improve quality and consistency of digital learning, teaching and assessment across all our EYCs and schools. To improve quality and consistency of experiential learning experiences/approaches across early level and beyond. To improve the range and quality of outdoor learning experiences across our EYCs and schools.	Meeting with HTs, SAL and Digital Team to reflect, review and evaluate Year 1 of the Cluster Project. Impact Report shared with HTs. New Digital, Experiential and Outdoor Learning groups formed based on initial survey carried out in June 2025 and HT requests. Year 1 – least confident (rating 1-6) Year 2 – average level of confidence (rating 7-8) Year 3 – most confident (rating 9-10) HTs Inform EYPs and teachers of their group and share expectations (attend 5 inputs, gap tasks, enquiry and sharing session).	To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.	Year 1 Impact Report	Staff survey (pre and post).	June 2026
	<u>Baseline Evaluation</u> Practitioner self-evaluation survey created, distributed, and completed by all relevant EYPs, and teachers involved in the Cluster Project. SAL/Digital Team to collate all baseline data.		Microsoft Form: Girvan Cluster Year 2 Practitioner Baseline Survey	Pupil Voice.	June 2026
	<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). SAL and Digital Team to meet Key Leads to establish clear role and responsibilities.			Classroom observation notes, feedback (peers, SLT).	June/August 2026
	SAL, Digital Teams and Key Leads to plan, design and create 4 bespoke professional learning inputs (digital, experiential and outdoor learning) to meet the needs of all practitioners in each group.			Staff professional development and review process.	Aug 2026 – Jan 2027
	Each group to meet separately. <u>Professional Learning</u> All EYPs and teachers attend professional learning Inputs 1-4 led by SAL, Digital Team, and Key Leads. Expectation of showcase and enquiry shared throughout Inputs 1-4.		All presentations, handouts, gap tasks and resources from		Sept 2026 – Jan 2027

To improve the quality and consistency of our approaches to using digital learning. To ensure all staff have access to a comprehensive professional learning offer that supports our continual drive for improvement.	<u>Test of Change</u> All EYPs and teachers complete gap tasks between each training session in their own setting. Protected time given during each input to share practice and support and challenge each other. <u>Practitioner Enquiry</u> By the end of Input 4, SAL and Digital Teams to place practitioners into trios (practitioners across different schools). Each trio must agree on a line of enquiry to focus on and complete Assess and Plan sections of the Assess, Plan, Do, Review template provided.	To improve the quality and consistency of outdoor learning, experiential learning and digital learning approaches across our EYCs and schools.	Inputs 1-4 available on Cluster Teams/Padlet Assess, Plan, Do, Review templates	Staff planning and evaluation documents.	
	<u>Mid-Point Evaluation</u> SAL and Digital Team to create and distribute a mid-point practitioner self-evaluation. All relevant EYPs, and teachers in each group to complete mid-point survey. SAL/Digital Team to collate and analyse all data.		Microsoft Form: Girvan Cluster Year 2 Practitioner Mid-point Survey	Tracking data on learner progress.	February 2027
	Trios engage in practitioner enquiry. Practitioner enquiry guide provided, including templates and examples. SAL, Digital Team and Key Leads support if required.		Practitioner enquiry guide Assess, Plan, Do, Review template	Assessment data – summative and formative including teacher professional judgement.	Feb – April 2027
	Each group to meet separately. <u>Cluster Sharing Session</u>: All EYPs and teachers to attend and share their enquiry with their group. All Assess, Plan, Do, Review sheets to be completed. All EYPs and teachers complete a self-evaluation at the end of Year 2.		Microsoft Form: Girvan Cluster Year 2 Practitioner End Survey		May 2027
	Meeting with HTs, SAL and Digital Team to reflect, review and evaluate Year 2 of the Cluster Project. Impact Report shared with HTs. Form Digital, Experiential and Outdoor Learning groups for Year 3 (highest level of confidence) based on initial survey carried out in June 2025 and HT requests. Identify Year 3 Key Leads.		Year 2 Impact Report		June 2027