

Heathfield Early Years Centre



Improvement Plan
2026 - 2027



The Prestwick Promise

We aim to work collaboratively across the cluster, supporting and challenging each other to improve outcomes for children and young people and to help raise attainment for all. We will work together across establishments to support equity and address gaps by sharing time, expertise and resources. By working collaboratively, we endeavour to reduce workload and provide consistent approaches, pedagogy and systems to promote high quality learning and teaching.

United Nations Convention On The Rights of The Child

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 15 Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 31 All children have a right to relax and play, and to join in a wide range of activities.

Article 36 Children should be protected from any activities that could harm their development.



South Ayrshire
Council Plan

Spaces and PLaces
Live, Work, learn
Civic and Community Pride

Educational Services
Plan and National
Improvement
Framework Priorities

Equity, Wellbeing and Inclusion
Learning, Teaching and Assessment
Curriculum
Self Evaluation for Self Improvement

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

National
Improvement
Framework- Drivers

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

Priority 1: Embedding and refining high-quality planning, observation and assessment to ensure consistent, meaningful practice and improved outcomes for all children.				
NIF Priority: - Improvement in attainment, particularly in literacy and numeracy - Closing the attainment gap - Improvement in children's health and wellbeing		<u>Early Years Quality Framework.</u> - Learning, teaching and assessment - Children's progress - Leadership of improvement and change		
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)
Develop a shared understanding of high-quality curricular planning.	- Co-create curriculum rationale with children, families, staff and Stakeholders. - Reflect local context, children's needs and setting values within the curriculum rationale - Embed the curriculum rational consistently across planning, learning environments and interactions. - Incorporated into professional dialogue, learning walks and QA activities to support consistency in practice - Review and refine the curriculum rationale regularly through child voice, parental feedback and staff reflection.	PT/ Depute	Aug 26'-Oct 26'	How will we measure the impact: Qualitive and quantitative data will be collated. Current measure: The school's curriculum rationale is followed; an EYC-specific rationale is not yet established. Target: Curriculum rational evident in 100% of practice, supporting clear and coherent learning experiences
Improve staff understanding and application of the planning cycle.	- Deliver targeted CLPL on the planning cycle for all staff. - Support staff to confidently use observations and assessment information to identify next steps in learning.	PT	Aug 2026-27	How will we measure the impact: Quality assurance of planning documentation, sample observations, professional dialogue and staff feedback. Current measure: Intent is evident but not consistently articulated. Target: All staff have a clear understanding of the planning cycle and use this to guide their practice.
Ensure planning consistently demonstrates responsive, intentional and child centred approaches to teaching and learning	- PT to lead, model and support high-quality responsive planning, including the development of meta-skills - Ensure planning reflects children's interests, schemas, needs and next steps. - Mentoring and targeted support to build staff confidence	PT/ Depute All staff PT/Depute	Aug 2026-27	How will we measure the impact: Learning walks, room observations, audit of zone planners & planning. Current measure: A few of the staff currently provided high quality engaging experiences Target: All staff are upskilled in responsive, child-centred planning approaches
Strengthen the quality and consistency of observations, assessment and tracking.	- Ensure observations clearly show children's learning, progress and next steps. - Strengthen links between observations, assessment, tracking and planning. - Use tracking information to identify progress, gaps and targeted support. - Moderation of activities to improve consistency and quality of planning across the setting	All staff	Aug 2026-27	How will we measure the impact: Quality assurance of learning observations, peer and self-assessment of observations. Triangulation audit- planning, observation and tracking. Current measure: Observations show improvement but vary in quality and clarity of key skills development. Target: All most all sampled observations clearly demonstrate skill development through both planned and responsive learning opportunities.

Priority 2: Embedding Improvements in Literacy				
NIF Priority: Improvement in attainment, particularly in literacy and numeracy. Closing the attainment gap between the most and least disadvantaged children and young people		<u>Early Years Quality Framework.</u> Play and Learning Curriculum Learning, Teaching and Assessment Childrens progress Wellbeing, Inclusion and Equality Leadership of Continus Improvement		
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)
Continue to improve children’s phonological awareness.	• Embed and evaluate phonological awareness programme ensuring consistency • Follow the phonological awareness pack in chronological order • Implement 3 Reads • Continue to embed rhythm and rhyme through everyday routines and experiences rather than only standalone sessions.	All staff 3-Reads Lead	Aug 2026-27	How will we measure the impact: Observations, tracking, data, learning walks and sampling children’s learning. Current Measure: Most children are developing phonological awareness skills. Target: 80% of pre-school children achieve phonological awareness milestones by June 2027
Improve early writing and mark making.	• Enhance literacy rich environments indoors and outdoors to promote independence. • Provide engaging opportunities for mark making fine motor development.	All staff Literacy Lead	Aug 2026-27	How will we measure the impact: Monitor progression using developmental milestones. Current Measures: Most children engage in mark making. Target: Increased number of children independently writing and mark making in play.
Improve children’s communication and language through targeted support and high-quality interactions	• Strengthen partnership working with SALT ensuring strategies are consistently implemented and clearly reflected in children’s progress. • Monitor children’s progress. • Termly check ins with partners – CLPL with staff • CLPL to implement Makaton • Continue to embed Communication friendly approaches	All staff Literacy Lead	Aug 2026-27	How will we measure the impact: Monitor children’s progress through observations and targeted tracking, SALT feedback. Current Measure: Children identified for support are accessing targeted interventions and strategies. Target: All children receiving targeted support demonstrate progress in speech and language trackers
Increase family engagement in literacy and numeracy	• Family workshop, • Continue implementing home learning bags • Share learning through Seesaw as well as Care Plan targets and floor books.	Family Learning lead- EEL- Kirsten All Staff	Aug 2026-27	How will we measure the impact: parental questionnaire, workshop attendance Current Measure: Most families engage with Seesaw. Target: Increased family participation in workshops and home learning
Close attainment gap	• Continue to track and monitor progress of SIMD children and provide targeted support and interventions (e.g.) Chatty Champs, Listening and attention groups	EEL- Kirsten	Aug 2026-27	How will we measure the impact: Tracking and milestone data. Current Measures: Tracking in place. Target: 80% of children in SIMD groups achieve literacy and numeracy milestones.

Priority 3: Embedding Reflective Practice, Distributed Leadership and Self- Evaluation to Improve Outcomes for Children				
NIF Priority: - Improvement in children and young people’s health and wellbeing - Improvement in attainment, particularly in literacy and numeracy.		- Leadership of Continus Improvement - Wellbeing, Inclusion and Equality - Play and Learning - Childrens progress		
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)
Leadership capacity is strengthened and has a clear impact on children’s learning and wellbeing	Build on established leadership roles by continuing to embed opportunities for leadership. through assessment, child voice, audits, and ongoing data gathering, we will ensure continuous improvement and sustained progress towards our outcomes.	All staff	Aug 2026-27	How will we measure the impact: Consistent use of Leuven Scale data, alongside self-evaluation, staff surveys and learning conversations, demonstrating improved leadership impact on learning and wellbeing. Current measure: Staff engagement in leadership roles is evident; however, confidence and consistency in leading and influencing change varies across the team. Target: By March 2026, all staff report increased confidence and engagement in leadership roles. evidenced through self-evaluation, staff surveys and learning conversations, with leadership practice contributing positively to improvements in learning and wellbeing.
Children feel valued and confident as their wider achievements are consistently recognised and celebrated across the EYC.	- Continue to recognise and celebrate wider achievements through displays, floor books and learning conversations. - Continue to record children’s wider achievements and track skills development over time - Involve children in sharing and reflecting on their achievements	Louise – All staff	Aug 2026-27	How will we measure the impact: With observations demonstrating increased confidence, participation and positive attitudes to learning, alongside tracked skills progression. Current measure: Wider achievements are recognised but recording and consistency across the EYC varies. Target: All children have at least one wider achievement recorded each term. with observations showing increased confidence, participation and positive attitudes to learning. Skills tracked
Staff lead and influence change	- Leadership role holders share learning, evidence and next steps at planned strategic meetings - Leader’s support and influence practice through professional dialogue and modelling and peer observations.	All staff	Aug 2026-2027	How will we measure the Impact: Evidence shared at strategic meetings demonstrates improvements in practice, supported by professional dialogue and observed changes in learning and teaching. Current measure: Updates shared; evidence shared verbally. Target: All staff consistently record learning, evidence and agreed next steps, with clear links to data and regular review.
Staff use learning from CLPL to inform improvements and demonstrate impact on practice.	- Staff attend CLPL opportunities focused on leadership, reflective practice, and improvement planning. - Support staff to lead initiatives or small test of change aligned with their strengths and interests	All staff Seniors Kelly	Aug 2026-27	How will we measure the impact: Professional dialogue is planned, recorded, and shows clear impact on practice through agreed actions Current measure: Informal observations and feedback Target: All staff use CLPL learning to inform improvements and demonstrate clear impact on practice.