



Prestwick North Early Years Centre



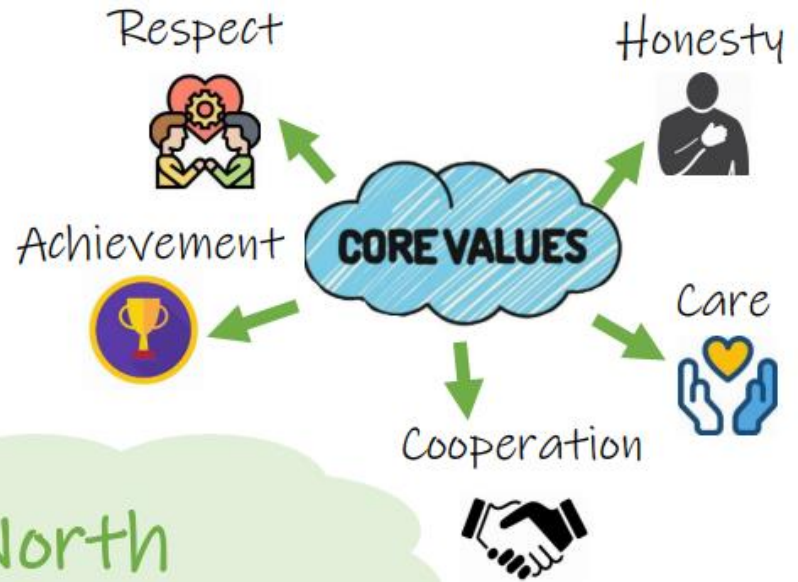
Improvement Plan 2024 - 2025



Our Aim

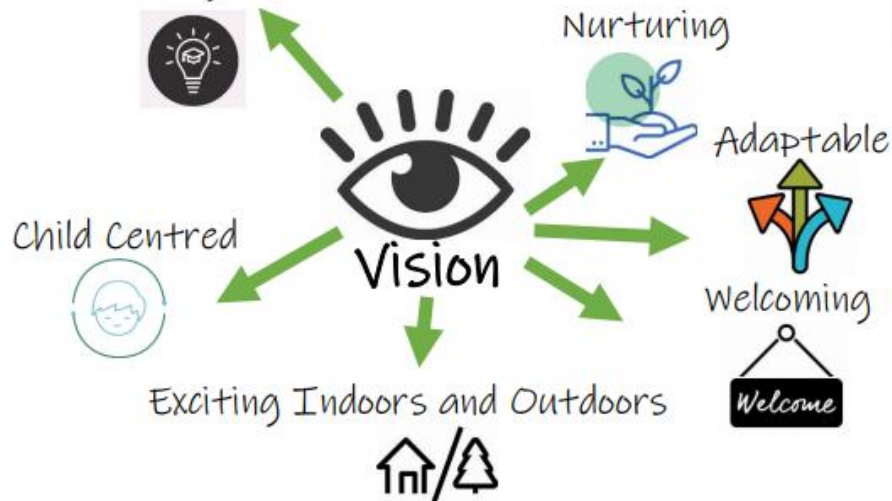
We will achieve excellence by:

- High quality, engaging experiences accessible for all
- Treating each other with respect
- Inclusive and respectful environment
- Valuing and empowering children and staff by recognising and celebrating successes and achievements.
- Develop a sense of wonder.
- Letting children be heard.
- Feeding and developing children's imagination.



Prestwick North Early Years Centre

Rich Learning Experiences



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.



**I support South Ayrshire's
Parenting Promise**

South Ayrshire
Council Plan

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

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

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

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: Improve attainment in Literacy – closing the gap				
<p><u>NIF Priority:</u></p> <p>Improvement in attainment, particularly in literacy and numeracy.</p> <p>Closing the attainment gap between the most and least disadvantaged children and young people</p>		<p><u>HGIOELCC QIs</u></p> <p>2.2 Curriculum</p> <p>2.3 Learning, teaching and assessment.</p> <p>3.2 Securing children’s progress.</p> <p>3.1 Ensuring Wellbeing, Equality and Inclusion</p>		<p><u>CI Quality Framework QI’s</u></p> <p>1.3 Play and Learning</p> <p>3.2 Leadership of Play and learning</p>
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"> • Improve children’s phonological awareness 	<ul style="list-style-type: none"> • Phonological awareness training for all staff and use of toolkit • Targeted interventions for identified children including talkboost and 3 read. • Parent workshop on how to support progress at home. • Monthly meetings to track children’s progress. • Literacy audit and environment enhancements and improvements • Improve the quality of literacy opportunities and experiences within the EYC indoors and outdoors • Visits to other EYC’s with a focus on literacy 	<ul style="list-style-type: none"> • All staff • Seniors • Irene • Nicola/Kelly 	<p>September 2024 – June 2025</p>	<ul style="list-style-type: none"> • Children achieving 8,9 or 10 milestones will increase from 82% to 90% • To improve the percentage of children achieving identifying words that rhyme milestone from 77% to 82% • All staff will be confident in using the phonological awareness toolkit. • Parents will become more confident in how to support their children’s learning at home. • Tracking targeted children cohort will show improvement • Monitoring of literacy in the playrooms will show improvement in the provision

Priority 2: Improve quality of interactions and observations				
NIF Priority: Closing the attainment gap between the most and least disadvantaged children		HGIOELCC QIs 2.3 Learning, teaching and assessment. 3.2 Securing children’s progress. 3.1 Ensuring Wellbeing, Equality and Inclusion		CI Quality Framework QI’s 1.3 Play and Learning 3.2 Leadership of Play and 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)
<ul style="list-style-type: none"> • Children will benefit from consistent pedagogical learning and teaching approaches. • Develop quality observations within the Centre 	<ul style="list-style-type: none"> • Implement planning including responsive planning • Staff to engage in peer observations • Observations of playroom practice by leadership team will include feedback • UWS research project around high-quality interactions. • Principal teacher, depute manager and seniors will model effective higher order thinking questions • CLPL opportunities for staff on higher order thinking questioning. • Review current method of observations and develop where appropriate • Support from Principal teacher input at staff meetings. • Introduction of technology in observations (QR codes) 	Nicola, Kelly, Kirsty G, Senior EYP and Kara	August 2024 – June 2025	<ul style="list-style-type: none"> • Playroom observations will show children being supported and challenged appropriately in their learning. • Staff will be confident in their approaches in when to intervene in learning. • Monitoring of the planning will show depth and progression of the children’s learning. • Monitoring of observations will show high quality observations.

Priority 3: Family Learning and celebrating wider achievements				
<u>NIF Priority:</u>		<u>HGIOELCC QIs</u>		<u>CI Quality Framework QI's</u>
Placing the human rights and needs of every child and young person at the centre of education.		2.5 Family Learning 1.2 Leadership of Learning		1.4 Family Engagement 1.3 play and Learning
Improvement in children and young people's health and wellbeing				
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"> • Children will benefit from increased parent/carer involvement in learning • Children's wider achievements are recognised and celebrated in the EYC 	<ul style="list-style-type: none"> • Create a sustainable method of sharing the learning with families and strategies on how to support learning at home. • Collate parent/carers views on their children's learning via teams forms. • Programme of parent/carer workshops • Developmental Milestones • Supporting sustainable learning at home • Book bug • Stay and play • Café sessions • Family learning team PEEP • Creation of a display to celebrate wider achievements. • Record children's wider achievements and share with staff to support skills development. • Children to take on leadership roles within the EYC • Develop system for recording and tracking wider achievements. 	<p>Ashley, Ainslie, Vicki, Irene</p> <p>Sam, Kirsty C, Ashley,</p>	<p>September 2024 – June 2025</p>	<ul style="list-style-type: none"> • 100% of families will attend at least one event over the course of the year • Parental engagement will increase for each event run by the EYC • Families will report that they are more confident in supporting their children's learning via team's forms. • Families will feel more involved in their child's learning. • Monitor and track engagement of families • Children will feel valued and celebrated within the EYC • Achievements will be displayed and celebrated daily. On display and in Labooks. • Children's skills will be developed.