



Prestwick North Early Years Centre



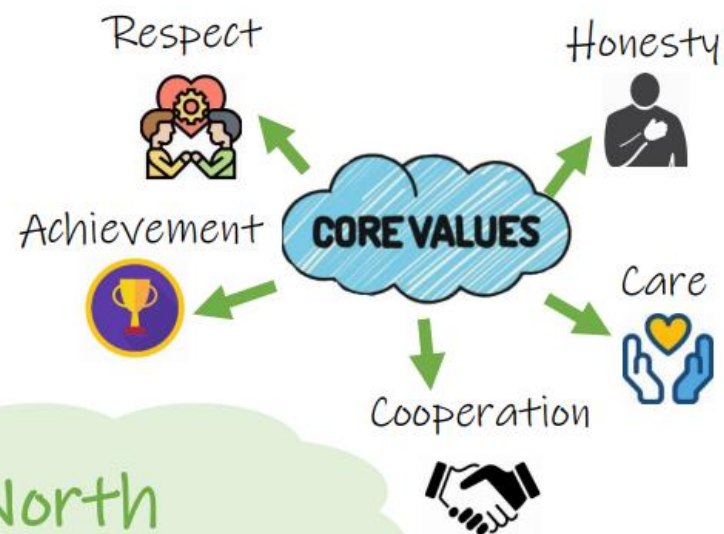
IMPROVEMENT PLAN 2025-2026

Vision, Values and Aims



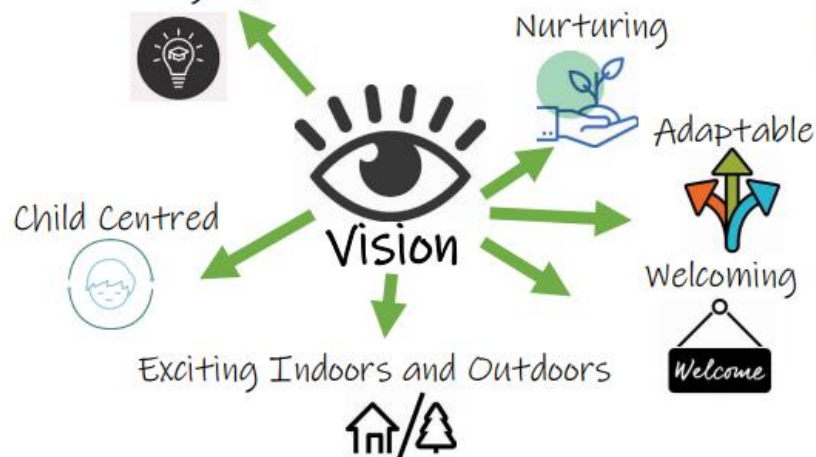
We will achieve excellence by:

- ♥ 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.



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 workforce

Education Services Priorities

- Engaged and Included
- Outstanding learning, teaching and assessment
- Developing our curriculum
- Self Improving Service

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: Develop planning and tracking processes				
What do we want to achieve?	How will we achieve this?	Lead person	Start and finish dates	How Will We Measure Impact On Children and Young People?
Enhancing planning to ensure relevance to children and progressive curriculum coverage	<ul style="list-style-type: none"> • Implement new planning format. • Ensure planning meets all children's needs and their interests are evident in planning documentation. • Termly planning evaluation carried out. • Inclusion of input from Principal teaching team in planning. • Ensure all staff have a role within the planning and evaluations • Inclusion of a robust plan for group times to meet individual needs. 	Nicola/Rhian Ashley/Kirsty Amanda/Kirsty G All staff	August 25 - June 26	<ul style="list-style-type: none"> • New plan in place with termly evaluations clearly evidenced. • Clear links to children's targets. • Evidence of responsive opportunities for child consultation. • Regular playroom monitoring evidencing impact on children's learning experiences. • Evidence of principal teacher input across each term. • All children will benefit from a clear plan for outcomes and experiences. • Minutes from team training meetings showing staff confidence in planning. • Feedback data will show 100% of staff are more confident in the planning process • Planning demonstrates small group times which focus on: <ul style="list-style-type: none"> - Nurture - Phonological awareness - Numeracy • Planning relevant to children's interests – responsive information.

Priority 2: Develop transitions within the campus and wider cluster				
What do we want to achieve?	How will we achieve this?	Lead person	Start and finish dates	How Will We Measure Impact On Children and Young People?
Have a shared vision and collaborative planning	<ul style="list-style-type: none"> • Hold joint meetings termly with leadership from Glenburn and St Ninians primary school. • Develop a shared transition plan outlining expectation and roles • Co-design activities from EYC to P1 • Set up professional learning opportunities for staff within EYC and P1 teachers • Organise reciprocal visits for EYC staff to observe p1 and vice versa. • Monthly cluster meetings with leadership from all schools within Prestwick Cluster 	Nicola and Rhian	August 25 - June 26	<ul style="list-style-type: none"> • Children will feel more included in a campus setting. • 100% of children going to school will feel secure in transitioning from early years to P1. (Child's voice through consultation). • Evidence of increased collaboration with P1 teachers.
Cross setting staff collaboration.	Collaborative visits between EYC and Primary 1.	Nicola and Rhian	August 25 - June 26	<ul style="list-style-type: none"> • Staff feedback will show they have a better understanding of practice in P1.
High quality child centred transition activities.	Professional dialogue between all EYC practitioners and School teaching staff sharing Milestone data and progress.	Nicola and Rhian	August 25 - June 26	<ul style="list-style-type: none"> • All children will benefit from a cluster approach to transitions into P1. • Parent consultation on child's needs and concerns surrounding transition.
Shared understanding of high-quality learning in Literacy and Numeracy	Regular monitoring of progress.			<ul style="list-style-type: none"> • Minutes of Senior staff meetings

Priority 3: Improving wider achievement and skills for the world of work				
What do we want to achieve?	How will we achieve this?	Lead person	Start and finish dates	How Will We Measure Impact On Children and Young People?
<p>To ensure all children have access to wider achievements and develop skills for the world of work.</p> <p>Introduce meta skills to track children's developing lifelong skills.</p>	<ul style="list-style-type: none"> • Develop a wider achievement skills tracker for all children in the centre • Utilise staff skills base to allow children to access wider achievements: <ul style="list-style-type: none"> - Play on pedals - Dance - Cooking - Airport/Spirit visits - Forest schools • Create a baseline of child access to wider experiences for lifelong learning for this academic session to measure impact moving forward • Introduce meta skills tracking into the tracking folder • Parent workshops on curriculum and meta skills. 	Nicola/Rhian/Ashley/Kirsty	August 25 - June 25	<ul style="list-style-type: none"> • Monitoring and tracking of wider achievement. • Through opportunities within the EYC, children will have accessed experiences for wider achievements beyond CfE E's & O's. • Evidence of achievement will be celebrated within their profile. • Baseline created from this year onwards. • Staff will feel more confident with the concept of meta skills. • Evidence of skills development within the meta skills tracking in and out with the setting (parental feedback) • Parents will be able to recognise their children's meta skills (via survey data).