Baljaffray Early Years Centre

Improvement Plan

2025/2026

Section 1: Centre Information and 3 Year Improvement Plan Priorities	
Early Years Centre	Baljaffray Early Years Centre
Head Teacher / Head of Centre	Lesley Rodden Susan Lyons & Michelle Brown
Link EY QIO	Kirsty Mahindhru

Centre Statement: Vision, Values & Aims and Curriculum Rationale

Vision

Our staff team is committed to deliver high quality learning experiences for our children, and to build positive relationships with our families ensuring their children will achieve their full potential.

Values

- Be happy
- Be kind
- Be caring
- Be responsible
- Be respectful.

Aims

We aim to support our children's wellbeing and place great value on their views, opinions, listening to them and acting upon them, whilst embedding the nurture principles throughout our practice.

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We aim to provide child centred play, promoting equity and equality, with a balance of curricular learning both indoors and outdoors.

We aim to provide a safe, secure, fun environment while being responsive to children's needs and interests.

We aim to maintain local community links and encourage our stakeholders to become part of our community.

	Looking Forwards – 3 Year Improvement Plan Priorities Bullet point key priorities for the next 3 years		
Session	**2025/2026**	**2026/2027**	**2027/2028**
Priority 1	Up, Up and Away (Year 1)	Up, Up and Away (Year 2)	Inclusion For All
Priority 2	Learning to read in the Early Years – National Professional Learning Programme	Quality learning in numeracy and mathematics	Curriculum Planning, Approaches and methods
Priority 3	Developing our centre Curriculum Rationale	Monitoring and tracking	Self-Evaluation

Section 2: Improvement Priority 1	
Early Years Centre	**Baljaffray Early Years Centre**
Improvement Priority 1	**Up,Up and Away (Year 1)**
Person(s) Responsible	Senior Management Team All Staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required • Improvement in children and young people's health and wellbeing; • Improvement in achievement, particularly in Literacy and Numeracy. Choose an item.	Delete / copy as required Teacher and Practitioner professionalism School and ELC leadership School and ELC improvement	Delete / copy as required QI 1.3 Leadership of Change QI 2.4 Personalised Support QI 3.2 Ensuring children's progress	Delete/copy as required 4.1 Staff skills, knowledge and values 1.1nurturing care and support 3.2 leadership of play and learning	Delete / copy as required Improvement in attainment in literacy and English Improvement in children and young people's mental health and wellbeing Placing the human needs and rights of every child and young person at the centre of education

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Opportunities for Leadership	Resource Requirements
• Staff training to all staff August Inservice half day online • SMT to attend all online training sessions and cascade in the setting.	• Allocation of time to attend the training and to support implementation in the setting.

Professional Learning	Parental Engagement and Involvement
Attendance at all training sessions Additional reading • Up, Up & Away training for All staff August Inservice day – half day online • Engagement with Up, Up & Away documentation • Collaboration with Up, Up & Away pilot centres from 2025/2025 • Coaching and mentoring from ELSTs and QIO	• Homelink opportunities • Parent workshops • Curriculum Evenings • Stay and Play sessions • Use of Learning Journals/Parent communications

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Introduce the Up, Up and Away document (Circle) to promote a universal approach to inclusion within the centre using appropriate documentation.	• Up, Up and Away Mentor model to supported by Senior Management Team to distribute to all	• Facilitate and review Practitioner attendance at training. • Professional Learning record.	In Service Day 1 Aug 2025	

	practitioners in setting. • All Practitioners attend Inservice day training or inhouse training provided is attendance not possible for all. • Identified Practitioners (Mentor) and Senior Management to attend PLCs and online training.	• Distribute documentation and ensure all practitioner engagement with the resource. • Pre and post questionnaires to practitioners on their skills/knowledge. • Evaluation of learning collated and distributed to all practitioners.		
Through Practitioner implementation of the documentation almost all children will all feel included and supported within the centre by a whole team approach.	• Mentor will work through identified stages of the documentation guided by the PLC team. • Record of progress using audit tools on environment. • Provide opportunities for parental engagement.	• Complete audit tools and identify actions from the literacy rich environment tool. • Create action plan and implement priority. • Parent feedback.	Sept 2025	
All children will feel supported to access an	• Create a literacy rich action plan through	• Review progress through action plan, led	Nov 2025 --- ongoing	

environment that is inclusive and literacy rich.	Practitioner observations and review of areas.	by Management and Champion. • Resource audit. • Improved resources.		
Mentor will have and increased awareness of providing an inclusive learning environment and will ensure a collaborative working approach is supported in the team to improve outcomes for children.	• Opportunities to visit pilot centres to review their practice. • Engagement with the resources in the Glow Team tile. • Coaching support given to practitioners by Mentor. • Support from ELST and QIO.	• Opportunities and time allocated for Mentor to engage with Practitioners to support implementation across the setting and gather observations and evaluations. • Create a PDSA or 6-week sprint for individual identified areas of the setting to review. • Floor books with pre and post photos, observations and comments.		
Almost all children will feel listened to and supported where children will receive purposeful and meaningful interactions from staff.	• Staff will be introduced to the Reflective tool for Enriching Communication. • Practitioner reflection on	• Reflective tool to be used by practitioners as a self-reflective tool and as part of peer observations. • Evaluate and review and evaluate improvements.	Ongoing across the session.	

	communication practice.			
Mentor practitioner to become familiar with the variety of tools within the documentation to support child progress	• Risk and Resilience tool • Observation Tools • Identify stages tool • Wellbeing Tool	• Improved understanding of child's developmental stage. • Improved action plan outcomes and targets for individual children.		
Mentors will support identified practitioners to implement action plans for child as required	• Child action plans further developed. • SMART targets will ensure that all children have specific individual targets that can be measured and achieved to meet their learning needs.	• Review by SMT • Feedback from parents and TAC. • Review of targets for individual children.	Aug 2025- June 2026	
All staff to evaluate Year 1 of Up, Up and Away to ensure deeper implementation across the team and embed in the setting to provide positive outcomes for children.	• Regular evaluation opportunities to provide opportunity for feedback.	• Practitioner questionnaires	May/ June 2026	

Section 2: Improvement Priority 2	
Early Years Centre	**Baljaffray Early Years Centre**
Improvement Priority 2	**Building a literacy rich environment through interactions, experiences and spaces.** *Supported by the Education Scotland Programme Learning to read in the Early Years.*
Person(s) Responsible	Early Years Teachers & identified programme leads Senior Management Team All Staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required • Improvement in achievement, particularly in Literacy and Numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people; Choose an item.	Delete / copy as required Curriculum and assessment Teacher and Practitioner professionalism School and ELC improvement	Delete / copy as required QI 1.1 Self evaluation for self improvement QI 1.3 Leadership of Change QI 2.2 Curriculum	Delete/copy as required 4.1 Staff skills, knowledge and values 3.2 leadership of play and learning Choose an item.	Delete / copy as required Improvement in attainment in literacy and English Closing the attainment gap between the most and least disadvantaged Choose an item.

Opportunities for Leadership	Resource Requirements
• Identified staff will be leading the programme and delivering to all other staff. • Sharing the learning and progress with families.	• Online training • Time to engage with the learning programme.

Professional Learning	Parental Engagement and Involvement
• Learning to read in the Early Years National Professional Learning Programme – Education Scotland • Consolidation of knowledge of how children learn to read in the early years • Professional discussion and consultation with other professionals and sharing learning and practice. • Leading change through an enquiry project	• Sharing Programme initiatives with parents • Involving families at every stage of the Programme • Provide pre and post feedback and evaluations. • Stay and Play sessions. • Curriculum Evenings • Family workshops • Home Links.

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Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Building a Literacy rich environment through interactions, experiences and spaces.	Training --Learning to read • Nursery Teachers, Literacy leads and SEYW will; attend 6 online twilight sessions, 1 share the learning event,10 hours of reading/watching/planning and consolidating knowledge and practice. • Literacy Leads will engage with PL Programme and cascade the learning to the staff team. • Continued engagement and use of literacy frameworks. • Environment/ Audit tools • Engagement with continuous learning planners	• NT, Literacy Champions and SEYW attend the 7 online learning sessions. • Improved outcomes for children • Nursery Teachers and Identified leads will carry out an enquiry project. • Questionnaires at the beginning and end of enquiry project to measure impact. • Cascade strategies to develop early reading with Early Years Workers.	August in-service Nov 2025 & May 2026	

	• Provocations • Staff/ Child interactions • Continued use of LCFE Talk strategies	• Share early reading strategies with parents through centre SWAY and Learning Journals. • Attend sharing the learning session to share focus. Nursery teachers and SMT will monitor use of progression frameworks with intention of embedding on practice		
Developing skills for reading. *By April 2026 almost all children will participate in identified literacy sessions to increase language and extend vocabulary.*	• Nursery Teachers will carry out weekly sessions with all pre-school children. • Phonics programme • Rhyme of the fortnight • Word Aware • Focussed Observations • Identified support and challenge groups. • Audits • Home Links • Bookbug sessions	• Evaluations • Home Links • Analysis of tracking to show progress over time • Moderation • Monitoring of learning journals will show high quality observations and next steps. • Area/Room meetings will be carried out to	Implement September 2025 Measure Jan 2026	

		allow all staff to participate in evaluative discussions and practice updates		
Building independent and engaged readers. *By April 2026 the majority of children will increase their early reading strategies and skills.*	• Using room audits to have starting point • Provocations • Pedagogical approaches • Phonics Programme • Revamp of our lending library • Introduce QR codes to storytelling	• Reflection • Nursery teachers and Identified leads will assess impact on key literacy skills through implementation of programme.	Implement September 2025 Ongoing	

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Section 2: Improvement Priority 3	
Early Years Centre	Baljaffray Early Years Centre
Improvement Priority 3	Develop our Centre Curriculum Rationale
Person(s) Responsible	Senior Management Team All Staff

NIF Priority	NIF Driver	HGIOELC QIs	CI Quality Framework QIs	EDC Service Plan 2024-2027
Delete / copy as required • Improvement in achievement, particularly in Literacy and Numeracy. • Closing the attainment gap between the most and least disadvantaged children and young people; Choose an item.	Delete / copy as required School and ELC leadership Curriculum and assessment Teacher and Practitioner professionalism	Delete / copy as required QI 2.2 Curriculum QI 3.2 Ensuring children's progress QI 2.3 Learning, Teaching & Assessment	Delete/copy as required 1.3 play and learning 1.1nurturing care and support 3.2 leadership of play and learning	Delete / copy as required Improvement in attainment in literacy and English Improvement in attainment in numeracy and Maths Closing the attainment gap between the most and least disadvantaged

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Opportunities for Leadership	Resource Requirements
• Established working party • PDSA/ six-week sprint cycle.	• Staff, children and families • Time and space

Professional Learning	Parental Engagement and Involvement
• EDC Professional Learning Calendar – training opportunities	• Home Links • Curriculum Evening • Parental workshops

Outcomes/Expected Impact	Tasks/Interventions	Measures	Timescale(s)	Progress
Outcomes for learners.	Activities agreed through PDR processes – e.g. leadership / champion roles. Professional Learning Learning and Teaching interventions	What ongoing information will demonstrate progress? Identify qualitative, quantitative, evaluative pre and post measures	What are the key dates for implementation? When will outcomes be measured?	
Development of our centre Curriculum Rationale to outline our goals, aspirations and vision for the future.	• Establish a working party to lead on this priority. • Review and reflect on examples from other Early Years Centres	• Leadership roles • Parent glow form • Feedback collated and shared. • In-service day plan.	Sept 2025 Feb 2026	

	• Consultation with parents and children. • Consultation with staff • Children involved in development of the visual representation of our curriculum rationale.			
Review our current VVA in line with the development of our Curriculum Rationale.	• Invite parents to review our VVA • Revisit our current VVA with the staff team • Invite children to review our VVA • Feeback to staff, parents and children of any changes/ updates.	• Parent glow form. • Questionnaires • Feedback. • Document progress and share finalised VVA.	Sept 2025 Nov 2025	
Build capacity for self-evaluation with the Quality	• Familiarise staff team with the updated shared framework	• In Service Day/s • Staff Meetings • Professional dialogue	Aug 2025 Ongoing	

Improvement Framework *to be published Sep 2025*	• Use of the document to support self-evaluation	• Assessment • Moderation • Tracking • Reflection	Sept 2025	