



EXCELLENCE FOR ALL

A commitment to excellence, equity and inclusion that empowers all
children and young people to succeed in learning and life.

• RESPECT • COURAGE • CREATIVITY • FAIRNESS • TRUST •



Equity & Opportunity

To reduce barriers, promote equity, and enhance opportunities so all learners can thrive in a diverse, inclusive and creative learning environment.



Family & Community Partnerships

To work collaboratively with families and communities, putting children's rights at the heart of decision making and supporting family wellbeing.



Learning & Teaching

To deliver high-quality innovative learning and teaching, that supports wellbeing, achievement and attainment for all.



Child Centred & Future Focused

To provide an education system based on relationships and collaboration to prepare every learner for a successful future.



Inclusion & Empowerment

To foster a nurturing and inclusive environment where everyone feels respected, safe and inspired to achieve their full potential.

Framework for School Improvement Planning 2026 – 29

Section 1: School/Establishment Information and 3 Year Improvement Plan Priorities		
School/Establishment	Holy Family Early Years Centre	
Head Teacher/ Manager	Andrew Gallagher (Head Teacher) Angela Murphy (Depute Head of Centre)	
Link QIO	Leona Stewart	

School/ Establishment: Vision, Values & Aims and Curriculum Rationale

[Early Years Centre - Holy Family Primary](#)

Current Standards & Quality Report

<https://sway.cloud.microsoft/dmc5Q1ai3TCkLKyT?ref=Link>

Looking Forwards – 3 Year Improvement Plan Priorities

Bullet point key priorities for the next 3 years

Session	2026/27	2027/28	2028/29
Priority 1			
Priority 2			
Priority 3			

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Section 2: Improvement Priority 1			
School/Establishment	Holy Family Early Years Centre		
Improvement Priority 1	Wellbeing & Inclusion		
Strategic Leads	Head Teacher, Depute Head of Centre, Senior Early Years Worker, Nursery Teacher and Early Years Workers.		
Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Inclusion & Empowerment Child Centred & Future Focused Family & Community Partnerships	Delete / copy as required Priority 6: Wellbeing & Inclusion Priority 5: Partnerships Priority 7: Skills for Learning, Life & Work	Delete / copy as required Improvement in children and young people's health and wellbeing Placing the human rights and needs of every child and young person at the centre Improvement in skills and sustained, positive school-leaver destinations for all	Delete / copy as required Wellbeing, inclusion and equality (HMIE) Nurturing care and support (CI) Children experience high quality spaces (CI)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
• UNCRC Working Party • Practitioner led professional learning sessions • Outdoor/Wellbeing/UNCRC Champion Roles	• UNCRC Professional learning materials • Time allocated for UNCRC Working Party meetings • Rights Respecting Schools Award guidance and accreditation materials • Children's rights displays, books and visual resources linked to different articles	• Family workshops on children's rights / UNCRC information sessions • Family surveys on wellbeing and inclusion • Parent participation in outdoor environment developments • Rights respecting SWAY	

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	• Outdoor learning resources to support sensory, wellbeing and inclusive play experiences • Funding for improvements to outdoor learning environment and garden development.	
Professional Learning	Interventions for Equity	Additional Information
• Whole staff professional learning on UNCRC and rights-based practice • Learning walks, peer observations and professional dialogue focused on children's rights and participation • Professional good practice visits to rights respecting accredited centres • Collaborative learning with primary school UNCRC lead • NT staff refresher training for the use of Ferre Leavers	Delete / copy as required social & emotional wellbeing	Holy Family EYC aims to achieve the Rights Respecting Schools Bronze Award during session 2026-2027

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
Outcome 1 By June 2027, almost all children will experience a rights-based learning environment where they are supported to express their views, understand that their views are valued and, where appropriate, see how their views influence decisions within the setting.	- Develop a whole-setting approach to implementing the UNCRC by establishing a UNCRC Working Party, supported by SMT, to lead and monitor rights-based practice across the setting. - UNCRC Working Party will lead the development of rights-based approaches to develop children's understanding of rights through identifying focus articles, creating action plans and reviewing impact. Sharing good practice with colleagues. - Opportunities for good practice visits to other centres who have achieved rights respecting accreditation. - EYC will link with the primary school UNCRC lead and work collaboratively.	Progress will be demonstrated through baseline and follow-up child voice evidence, floor books, observations, practitioner evaluations and quality assurance activity, alongside progress towards the Rights Respecting Schools Bronze Award.	Progress measured from August/September 2026. September 2026 - Continued Focus Articles- to be rolled out in August 2026, reviewed and updated every 3 months Ongoing- to be arranged in August & September 2026 after UNCRC Working Party is established Arrange termly meet up's from August 2026	
Outcome 2 By June 2027, at least 90% of children will be able to express their views and see these meaningfully considered and acted upon within the setting, demonstrating increased participation and agency in decisions about their learning and environment.	Practitioners will continue to involve children in planning and developing the top and bottom gardens through consultations, floor books and voting opportunities.	Progress will be measured from an August/September 2026 baseline through child voice, observations, floor books, consultation records, planning evidence and PDSA activity, with interim reviews throughout the session.	Monthly progress monitored	

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Outcome 3 By June 2027, all children will have equitable access to inclusive, nurturing and stimulating outdoor learning environments which respond to their individual interests, wellbeing and support needs and provide meaningful opportunities for play, exploration and learning.	Identified champions will complete outdoor space audit and will take lead of creating sensory, wellbeing and inclusive learning areas within both gardens	Environmental audits completed in August–September 2026 will establish the baseline, with subsequent PDSA cycles, observations, child voice and family feedback demonstrating improvements in the accessibility, quality and use of both garden environments.		
Outcome 4 By May 2027, at least 90% of practitioners will report increased confidence and demonstrate greater consistency in promoting children’s wellbeing, inclusion and rights through their everyday interactions, environments and practice.	- Professional learning on UNCRC, Up Up and Away, nurture and inclusive practice. - SMT to arrange rights based professional learning for champion staff- train the trainer to roll out to all staff. - Peer observations and professional dialogue. - SMT playroom and staff observations	Impact will be measured against an August/September 2026 baseline using pre- and post-professional learning confidence audits, practitioner self-evaluation, learning walks, observations, professional dialogue and professional learning records.	September 2026- Ongoing August 2026 to June 2027- Professional Learning Calendar	
Outcome 5 By June 2027, most children will demonstrate increased confidence, resilience, independence and wellbeing through regular, high-quality outdoor	Develop regular outdoor learning opportunities that encourage risk-taking, problem-solving, collaboration and child-led play.	Progress will be evaluated against baseline evidence using Ferre-Laevers wellbeing and involvement observations, learning journal observations, floor books, child voice and practitioner observations, with formal comparison points during the session.	Ferre-Leavers September 2026 & March 2027	

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learning experiences that provide opportunities for appropriate risk-taking, problem-solving, collaboration and child-led play.				
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Section 2: Improvement Priority 2	
School/Establishment	Holy Family Early Years Centre
Improvement Priority 2	Developing a Shared, Skills-Based Pedagogy
Strategic Leads	Head Teacher, Depute Head of Centre, Senior Early Years Worker, Nursery Teacher and Early Years Workers.

Education Service Aim	IMAGINE Leadership Strategy	NIF Priority	Quality Framework
Delete / copy as required Learning & Teaching Child Centred & Future Focused Choose an item.	Delete / copy as required Priority 2: Learning & Teaching Priority 4: Curriculum Priority 7: Skills for Learning, Life & Work	Delete / copy as required Improvement in achievement, particularly in literacy and numeracy. Placing the human rights and needs of every child and young person at the centre Choose an item.	Delete / copy as required Learning teaching and assessment (HMIE) Curriculum (HMIE) Children's progress (HMIE)
Opportunities for Leadership	Resource Requirements	Parental Engagement and Involvement	
- SMT will lead the development of a shared pedagogical approach across the early years centre, - Practitioners will take responsibility for researching and sharing effective pedagogical approaches during professional dialogue sessions. - Key workers will lead the implementation and evaluation of meta-skills within their practice.	- Digital resources supporting professional learning - Tracking and monitoring documentation - Staff meeting and collegiate time - Floor-books and learning journals	- Parent information shared about pedagogy and meta skills through stay and play sessions and curriculum open days - Sharing children's developing meta-skills through learning journals, display, floor-books and use of social media - Family learning activities shared online linked to creativity, problem solving and resilience	

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• Opportunities for staff champion roles embedding meta-skills language and experiences throughout the early years centre.		• Regular communication from SMT through journals and social media
Professional Learning	Interventions for Equity	Additional Information
• Professional learning on effective pedagogy and child-centred approaches • Development of staff understanding meta-skills and their role in life-long learning • Reflective practice • Good practice visits to other establishments	Delete / copy as required high quality learning experience	

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Outcomes/Expected Impact for learners; targets; % change	Tasks/Interventions: Activities in Professional Learning Learning and Teaching interventions	Measures: Identify qualitative, quantitative, evaluative pre and post measures	Timescale(s): Key dates for implementation and measuring impact	Progress
<u>Outcome 1 – Refresh Vision, Values & Aims</u> By November 2026, we will have collaboratively refreshed our vision, values and aims, informed by meaningful consultation with children, families and staff, establishing a shared direction for the centre's culture, relationships, learning and future pedagogical development. Almost all staff will demonstrate an understanding of how the refreshed vision, values and aims relate to everyday practice, while children and families will have meaningful opportunities to contribute to and recognise what is important within the centre.	- Establish a baseline of stakeholder understanding of the existing vision, values and aims. - Gather children's views naturally through floor books, conversations, play, small groups and indoor/outdoor experiences. - Consult staff through mind maps, values ranking, reflective discussion and professional dialogue. - Consult families using supported prompts around what they value for their children and what should characterise Holy Family EYC. - Analyse common themes across consultation evidence. - Develop and share a draft vision, values and aims with stakeholders. - Agree and communicate the final version.	- Baseline and follow-up stakeholder feedback. - Child voice floor book and children's comments. - Staff consultation evidence and meeting records. - Family consultation/questionnaire responses. - Mind-map, post-it and values-ranking evidence. - Analysis of common themes. - Evidence showing how stakeholder views influenced the final wording. - Final agreed vision, values and aims.	August–September 2026: Baseline and consultation. October 2026: Analyse findings and develop draft. November 2026: Share, agree and communicate final vision, values and aims.	

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<u>Outcome 2 – Develop a Shared Pedagogical Approach</u> By February 2027, practitioners will have developed a shared understanding of the key principles underpinning high-quality pedagogy at Holy Family EYC, aligned with the refreshed vision, values and aims and informed by relevant early years guidance and professional learning. By June 2027, most children will experience increasingly consistent, responsive and child-centred practice across the setting, supporting high-quality play, engagement, agency and learning.	• Revisit relevant early years guidance, including Realising the Ambition, in relation to pedagogy. • Undertake professional learning around high-quality, child-centred pedagogy. • Explore high-quality play, child-led learning, responsive adult support and appropriate adult-initiated/adult-led experiences. • Consider the role of nurturing relationships, children’s agency, observation-led planning, indoor/outdoor environments and real-life learning. • Research relevant pedagogical approaches and identify principles appropriate to Holy Family EYC rather than adopting a single model without reflection. • Agree shared pedagogical principles. • Use professional dialogue and small PDSA tests of change to explore agreed approaches.	• Baseline and follow-up practitioner confidence/self-evaluation. • Professional dialogue and staff meeting records. • Learning walks and observations of adult-child interactions. • Child engagement and participation observations. • Staff reflections/evaluations. • Child voice. • PDSA records and quality assurance findings. • Evidence of agreed pedagogical principles.	November–December 2026: Professional learning and research. January–February 2027: Agree shared pedagogical principles and begin testing approaches. March–May 2027: Review consistency and emerging impact. June 2027: Evaluate impact and identify next steps.	
<u>Outcome 3 – Develop Staff Understanding of Skills-Based Pedagogy and Meta-Skills</u> By June 2027, almost all practitioners will demonstrate increased awareness and understanding of a skills-	• Establish a baseline of staff knowledge and confidence relating to meta-skills. • SMT develops leadership understanding of the meta-skills framework. • One manager and one practitioner attend relevant meta-skills training where possible. • Introduce staff awareness gradually through collegiate/professional learning.	• Pre/post practitioner confidence and knowledge audit. • Training and professional learning records. • Existing-practice/meta-skills audit. • Staff reflections and professional dialogue. • Learning walks and observations. • Planning/floor-book/learning journal evidence where relevant. • PDSA records.	December 2026: Establish baseline and leadership understanding. January–February 2027: Professional learning, audit existing practice and identify relevant meta-skills.	

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based pedagogical approach and recognise how existing high-quality early years practice supports the development of relevant meta-skills. Practitioners will begin to identify and test appropriate opportunities to strengthen selected meta-skills through play, responsive interactions and existing learning experiences, without introducing meta-skills as a separate programme for children.	• Audit where meta-skills are already naturally supported in current early years practice. • Identify a manageable number of relevant meta-skills linked naturally to existing improvement objectives. • Use PDSA cycles to test small changes within existing play and interactions. • Share effective practice and identify professional learning needs for session 2027–2028.	• Evidence of selected meta-skills being linked naturally to existing objectives and practice.	March–May 2027: Small PDSA tests and sharing of practice. June 2027: Evaluate staff understanding and identify Year 2 learning needs.	
<u>Outcome 4 – Evaluate Consistency and Impact of the Developing Pedagogy</u> By June 2027, most children will experience increasingly consistent, high-quality, child-centred and skills-focused learning experiences which promote agency, curiosity, creativity, communication, problem-solving, confidence, independence and resilience through play and responsive adult interactions.	• Undertake focused learning walks and observations to review consistency in agreed pedagogical approaches. • Gather children’s views in natural and age-appropriate ways. • Review staff reflections and professional dialogue. • Review PDSA evidence and identify approaches showing positive impact. • Gather relevant family feedback where appropriate. • Identify strengths, gaps and areas requiring further development. • Agree next steps for embedding skills-based pedagogy during session 2027–2028.	• Baseline and follow-up learning walk evidence. • Child observations and child voice. • Practitioner self-evaluation and reflection. • PDSA records. • Floor books and learning journals where appropriate. • Quality assurance findings. • Family feedback where relevant. • End-of-year evaluation identifying impact on children, progress achieved and next steps.	March–May 2027: Gather further observations, feedback and quality assurance evidence; identify remaining gaps. June 2027: Evaluate progress and impact on children; determine what has been achieved, what requires continuation and priorities for 2027–2028.	

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Evidence will demonstrate increased consistency in practitioner approaches and identify the aspects of skills-based pedagogy that should be further developed during session 2027–2028				
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Centre Improvement Plans should be emailed to the link Quality Improvement Officer **by 19th June 2026.**