



Improvement Plan

**2024 – 2027
(Session 2025 - 2026 Year 2)**

Next Session (25/26)

WDC Outcomes NIF 2025 Alignment

WDC OUTCOMES	WELLBEING	CREATIVITY	ATTAINMENT	EMPLOYABILITY
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing	Improvement in skills and sustained, positive school leaver destinations for all young people	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS	CURRICULUM	ATTENDANCE	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	Young people experiencing the benefit of schools and early years settings working in excellent partnerships with wider children's services and other partners, families, and communities, in line with the GIRFEC approach. Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all. An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality	High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.	Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs.

3 year overview of principles and practice, interventions and initiatives we will deliver upon

	YEAR 1	YEAR 2	YEAR 3
ENGAGE		NELC HENRY Programme	
EMBED		Planning for children's learning Quality observations Targeted Support	NELC HENRY Programme
EVALUATE		Pedagogical approaches	Planning for children's learning Quality observations Targeted Support
EXTEND		UNCRC – Rights based learning	Pedagogical approaches

Priority 1: Ensure approaches to improving the wellbeing of children, families in our school community

WELLBEING

NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Placing the human rights and needs of every child and young person at the centre of education Improvement in children and young people's health and wellbeing
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Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions This should be action focused language	Resource This should be human/time /budget
Learners: All learners in Ferryfield ELCC will be given opportunities to learn about health and wellbeing to ensure they acquire skills and knowledge to live healthy, happy lives	All learners will be encouraged and supported to make healthy eating choices All learners will continue to enjoy outdoor play and learning and the feeling of wellbeing that this brings	Setting the Table Growing My Potential Staff HENRY Programme

<p>Practitioners:</p> <p>Develop an awareness of rights-based approaches to teaching and learning.</p> <p>Develop secure keyworker relationships.</p> <p>Enhance routines and transitions.</p>	<p>All staff to engage with the UNCRC ILearn module.</p> <p>Staff know their children well and all children show signs of strong attachment and wellbeing.</p> <p>Review daily routines to ensure they are nurturing and responsive.</p>	<p>UNCRC ILEARN module for Education staff - click here. Approximately 45 minutes</p> <p>Learner journals</p> <p>Quality observations</p> <p>Parental feedback</p>
<p>Leaders:</p> <p>Review and retrain all staff in child protection policy and procedure – WDC and Care Inspectorate SIMOA</p> <p>Ensure the best possible progression in health and wellbeing for every child and young person</p> <p>Ensure the needs of all children are met through the effective implementation of robust and informative care plans which support their transitions.</p>	<p>Strengthened child protection and safeguarding practices in place.</p> <p>All staff are confident and compliant about protocol relating to this</p> <p>There is clear triangulated evidence of children's learning and development through regular monitoring and feedback</p> <p>Wellbeing 1:1s with individual staff</p> <p>Staff feel supported and resilient</p>	<p>Designated Child Protection Officer(s) – Aug 2025</p> <p>Principal ELCO/Lead Practitioner(s)</p> <p>Collegiate time, as per calendar</p> <p>Peer Support System</p>

<p>Clear planning, tracking and monitoring approaches for HWB being used to raise attainment and tackle the poverty related attainment gap</p> <p>Developing effective strategies to support/coaching colleagues</p>		
<p>Families/communities:</p> <p>Increased partnership working with parents</p> <p>Establish a working party for HENRY</p>	<p>Engagement in family learning opportunities - Open Afternoons, Stay and Play, HENRY sessions as well as collaborative working with parents and partner services such as Outreach Support</p>	<p>Principal ELCO/Lead Practitioner(s), all staff, Outreach Support/Hubs</p> <p>HENRY Programme – Early Years Scotland</p>
<p>Performance Measures / Targets - How we will evidence the impact on outcomes (Leadership Level: Monitoring and Self-evaluation for improvement) - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc</p>		
<p>Monitoring visits/direct observation: : Professional dialogue with multi-agencies</p> <p>Monitoring Data : Attendance Statistics Children's journals Google surveys to seek parents' views SIMD data</p> <p>Staff training tracker Management overview of children</p>		

Priority 2: Implement approaches to creative teaching and learning, ensuring engagement in learning

CREATIVITY

CREATIVITY
Improvement in skills and sustained, positive school leaver destinations for all young people
CURRICULUM
<p>Inclusive and relevant curriculum and assessment which gives young people the knowledge and skills necessary to contribute to society, and shape a sustainable future, while celebrating and supporting progression for all.</p> <p>An education system engaging in digital technology to enhance all aspects of learning and teaching, supported by a digitally skilled workforce and tackling digital inequality</p>

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Access to high quality learning experiences in well-resourced environments	High quality learning environments and spaces, indoors and outdoors that provide opportunities and provocations for children to investigate, develop curiosity, experiment and lead their own learning	Budget £££s Realising the Ambition My World Outdoors Staff team

<p>Practitioners:</p> <p>Upskill staff in child development and pedagogy</p> <p>Practitioners to input and evaluate real time data on learner achievement and progress.</p> <p>Continue coaching and mentoring partnerships within the staff team</p>	<p>Scheduled training on child development, quality observations and play.</p> <p>New trackers for individual children</p> <p>Professional dialogue and reflection on effective pedagogy</p> <p>Improved confidence and capability among staff.</p>	<p>Principal ELCO/Lead Practitioner(s)</p> <p>ELCOs</p> <p>Education Support Officers</p> <p>CPD</p> <p>Protected time</p> <p>Collegiate time</p>
<p>Leaders:</p> <p>Tracking and monitoring systems, which show improved outcomes for learners</p>	<p>Continue quality tracking and monitoring conversations with practitioners and learners (where appropriate, due to age/stage of development).</p> <p>SLT will continue to monitor and guide staff to follow the collegiate calendar.</p> <p>Give definitive feedback to staff and outline/reiterate expectations as appropriate.</p>	<p>Monthly, termly</p> <p>Principal ELCO/Lead Practitioner(s)</p> <p>Monitoring Evidence</p> <p>Learner journals</p>

Families/communities: Fundraising Have a positive impact on children's learning	Participation/engagement in activities/events to raise funds for the setting Parents/carers are more involved in the life of the nursery and children's learning	Parents/carers Whole staff team
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
Monitoring visits/direct observation: Care Inspectorate ESCA Validation visit Monitoring Data : Attendance Statistics Learner journals Survey feedback Management overview of children		

Priority 3: Ensure approaches to raising attainment for all pupils including those at risk of missing out.

ATTAINMENT

ATTAINMENT
Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
ATTENDANCE
High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap Improving relationships and behaviour, and attendance, with increased engagement in learning and a culture of dignity and respect for all.

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Improve language and communication skills for under 3s.	Take part in the pilot for National Early Language and Communication (NELC)	NELC Whole staff team Education Support Officer

<p>Practitioners:</p> <p>Enhance the learning environment to ensure children are engaged and independent</p>	<p>Review and redevelop learning spaces (are they set up to empower children's curiosity, creativity, collaboration, critical thinking, and communication Indoor and outdoor areas support all learner's curiosity, sensory and exploratory play</p>	<p>Staff team</p> <p>Observations eg; SOPHIE Collegiate self-evaluation</p> <p>Inclusive Practice Programme</p>
<p>Leaders:</p> <p>Embed planning for learning to ensure learning experiences are individualised and meaningful</p> <p>Engage with new WDC's Shared Inspection Framework and new Care Inspectorate Quality Framework (Sept '25)</p>	<p>Continue with implementation of recently adopted planning and next steps in learning.</p> <p>Review and refresh cyclical process of responsive and intentional planning - include observations, interpretation and documentation of learning</p>	<p>Ongoing</p> <p>Collegiate discussions, quality observations, happy notes, planning formats</p> <p>Collegiate self-evaluation</p>
<p>Families/communities:</p> <p>Involve parents in learning.</p> <p>Awareness of the importance and benefits of regular attendance for children.</p>	<p>Share home links, learning goals and involve parents in planning for the nursery eg; Vision, Values and Aims.</p> <p>Engagement from parents in Open Afternoons, Stay and Play sessions, Tea, Talk, Toast, HENRY Programme and Bookbug sessions.</p>	<p>.</p> <p>Termly and ongoing</p> <p>Learner journals</p> <p>Care plans</p> <p>ASN stage plans</p>

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline **THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc**

Monitoring visits/direct observation: : ESCA Monitoring of playrooms

Monitoring Data : Attendance statistics Experienced, well-trained and appropriately qualified leaders Toolkit Parent/carers surveys
Children's end of year reports

Priority 4: To develop children's/young people's skills, enabling achievement in learning, life and work

EMPLOYABILITY

EMPLOYABILITY
Improvement in skills and sustained, positive school leaver destinations for all young people
ACHIEVEMENT
Highly skilled teachers and school-leaders driving excellent learning, teaching and assessment for all, especially those with additional support needs. High levels of achievement across the curriculum for all learners, with action to close the poverty-related attainment gap

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Learners will experience carefully crafted learning experiences supporting the development of skills for learning, life and work. Learners will consistently engage in responsive interaction with their peers and the adults who care for them	Where appropriate, seek and record the views of the children about their learning	NELC Learner Journals Children's Surveys

<p>Practitioners:</p> <p>Understand and deliver meaningful pedagogical approaches</p>	<p>Implement targeted support to meet individual children's needs</p> <p>Knowledgeable and responsive staff modelling and knowing when to intervene during children's play and learning experiences</p>	<p>Inclusive Practice Programme</p> <p>Children's trackers</p> <p>Termly tracking meetings</p> <p>Care plans Staff CPD records</p>
<p>Leaders:</p> <p>Clear and concise recording of children's progress</p> <p>Implement effective strategies to support/coach colleagues</p>	<p>Wellbeing 1:1s for staff – one per term</p> <p>Principal to complete Inspiring Leaders Programme, Coaching sessions and Care Inspectorate Improvement Programme</p>	<p>Minutes from 1:1s, staff meetings & termly tracking meetings</p> <p>Staff CPD records</p> <p>Be the Best</p> <p>Playroom monitoring</p>
<p>Families/communities:</p> <p>Opportunities to engage in children's learning and development and how to take this forward</p>	<p>Participation in organised activities, workshops and events to support children's learning and development</p>	<p>Stay and Play sessions</p> <p>Bookbug</p> <p>Home activity packs eg; focused learning via stories such as 'The Very Hungry Caterpillar', 'We're Going on a Bear Hunt'</p> <p>NELC</p>

Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - **THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc**

Monitoring visits/direct observation: ESCA visit Validation visit Care Inspectorate

Monitoring Data: Staff training tracker, individual CPD records & Skills Passports ASN/GIRFEC paperwork/targets Management overview of children
Be the Best conversations Parent/carer surveys

Priority 5: To Strengthen Leadership and Management

Outcomes <i>Learners, Practitioners, Leaders, Parents/Families/Communities</i>	Actions	Resource
Learners: Benefit from learning continuity	High-quality, planned learning experiences	Learner journals Children's tracking minutes
Practitioners: Benefit from consistent leadership approaches	Staff have leadership roles with clarity on authority and responsibility	Self-evaluation Huddles Staff meeting minutes Staff leadership roles
Leaders: Enhance leadership capacity at all levels to foster a culture of self-evaluation, collaborative improvement, and high-quality outcomes for children and families	Leadership team are cohesive, consistent, inclusive and approachable Daily 'huddles' to keep staff informed, share insights Regular monitoring and feedback	Principal Lead Practitioner(s) Care Inspectorate Improvement Programme Inspiring Leaders Programme

Families/communities: Inclusion in developing/shaping the setting's VVAs and Improvement Plan	Provide/collect feedback/opinions	Parent/carers surveys Setting's Vision, Values & Aims
Performance Measures / Targets - How we will evidence the impact on outcomes - Reminder must have a baseline - THIS SHOULD BE ATTAINMENT, EQUITY, ATTENDANCE, PARTICIPATION, ENGAGEMENT etc		
Monitoring visits/direct observation: ESCA visit Validation visit Care Inspectorate Monitoring Data: Parental feedback Self-evaluation Vision, Values & Aims		