



**St Mary's ELCC, Duntocher
Improvement Plan
2024 – 2027
(Session 2025 - 2026 Year 2)**

Session (2025-2026)
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 (2024-2025)				YEAR 2 (2025-2026)				YEAR 3 (2026-2027)			
	Learner	Practitioner	Leader	System	Learner	Practitioner	Leader	System	Learner	Practitioner	Leader	System
Engage	Encourage children to further progress their literacy and numeracy skills. Support children's emotional understanding and self-regulation.	Ensure staff provide literacy and numeracy rich environment. Staff have high levels of understanding of child development, evident in practice. Using baselines and trackers to support further development and raise attainment for children.	Support staff leadership roles in Numeracy, Literacy and H&W Ensure staff are trained Y2 to provide support through Up, Up and Away, PATHs and Colour Monster to support wellbeing. Monitor children's progress through observation, staff interaction/knowledge and trackers.	Ensure effective practice/QA in – -Improving learning/ securing progress: -ASN, -Safeguarding, -Learning & environments, -Assessment & Moderation, -Collaborative working Use PEF PT and EST to support this	Promote opportunities for leadership in learning and enhanced responsibility	Developing the outdoor space for learning (grassy area)	Approaches to staff wellbeing re new policy (Check ins, supporting wellbeing) Strategic planning/ high quality outdoors Self-evaluation using new framework (Care Inspectorate and HMI)	Participation in WDC Improvement groups ie Leads forum, EY forum Sharing practice post HMI, supporting other Centres/ colleagues				
Embed	Forest kindergarten, continue to embed resilience and risk assessing skills in children whilst engaging in both indoor and outdoor play.	Continue to encourage children's risk assessing skills by role modelling safe movements and safe questioning language. Environmental audits/ risk assessments in a child friendly format to include children's thoughts and ideas	Monitor the impact of this through observation, floorbook, learning journals and family/ child feedback. Ensure staff providing FK are fully trained and provide opportunities for all staff to attend sessions to role model how to lead a session.	Risk assessments & child friendly risk assessments. Observation. HGIOELC, AQF, RTA and Space To Grow documentation to support this and evaluate against.	Learner Journals, increase creativity,	Engagement with learner journals, ensuring creativity Engagement with floor books Up, Up and Away for Inclusive Practice	Collaborative working with EST/ELCOs re, securing children's progress, planning for interventions- Concepts of print, money, time Leading staff in planning, floorbooks,	Working collaboratively across Centres to improve aspects of play (Different theorists) Impact of new evaluation framework/ working collaboratively with colleagues WDC				

	YEAR 1 (2024-2025)				YEAR 2 (2025-2026)				YEAR 3 (2026-2027)			
Evaluate	Promote a variety of approaches to self-evaluation, measuring children's engagement levels, quality learning experiences and improved support strategies.	Review environments for and quality. Review: use of provocations; adult/child interactions; questioning; observations to ensure, high quality	Use key Policy documentation during collegiate meeting times, supporting broad range of professional learning Support staff to consistently take on leadership and area roles (evaluate impact). Evaluate Environment as <i>Third Educator</i> - and how staff ensure high engagement levels through a high-quality environment.	Ensure effective processes for planning and evaluating within New IP format. Ensure regular monitoring, termly learning visits and staff in house training are carried out. Ensure staff professional learning and dialogue opportunities are readily available.	Evaluate the grassy area, outside space and plan for improvement/ Children's views	Up, Up and Away for Inclusive Practice Promotion of diversity in our resources, interactions etc	Evaluating curriculum, nursery day, week, visits, excursions Evaluating partnership working Evaluate practice as part of professional qualification (PDA)	Self-evaluative for improvement-evidence gathering, organising evidence, making sense of new framework- Inspectorate Ready Strategic planning arising from new framework				
Extend	Further engage with Up, Up and Away programme Y2. Supporting children's communication skills and emotional wellbeing. Use of colour monster packs to support this further.	Ensure children are being assessed using Up, Up and Away appropriately. Ensure impact of assessment: Supporting children using next steps identified within this assessment.	Promote high quality professional dialogue. Provide updates and examples of assessments and next steps to support staff. Ensure all staff understand and use Home Link Colour Monster pack consistently.	Approaches to Self-evaluation including: -S&Q -Scoping paper -Staff leadership, evaluation of progress with IP Supporting staff quality interactions and nurture approach by refreshing nurture principle and high-quality pedagogical practice training.	Participation in Forest Kindergarten, ensuring enhanced opportunities for participation	Staff Champion role, to ensure continues engagement with improvement (PEEPS, Outdoor learning, Literacy, Numeracy & Wellbeing)	Parental engagement/ Family Learning -supporting achievement -supporting wellbeing	Self-evaluative processes,				

Priority 1: Ensure approaches to improving the wellbeing and inclusive practice for our children

WELLBEING

Attendance/ Inclusion/ Respect for All

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
NIF SHORT TERM PRIORITIES the ABC's	BEHAVIOUR AND RELATIONSHIPS
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.

Outcomes <i>Learners, Practitioners, Leaders, Parents</i>	Actions This should be action focused language	Resource This should be human/time /budget
Children: Improved attendance at ELCC for children currently below 90% Children: Engagement with UNCRC – Children developing their own awareness of Children's Rights	Monitor and track attendance, improving attendance of a few individual children, below 90% by 10% including pre and ante-pre-school children Staff should ensure they reference Children's Rights as part of their interactions with children, in planning, floorbooks, journals, and wall displays	Lead ELCO, ELCOs, Clerical, daily/weekly task, clerical staff, overview of attendance, Visuals in playroom, for each focus on Children's Rights Planned focus in collegiate meeting time to gain better understanding of children's rights, their importance and the legal, national and local requirements to support staff teams in the implementation of policy
Practitioners: Knowledgeable practitioners, able to organise inclusive learning environments, supporting and meeting learners needs	Evaluate the impact of Up, Up and Away and support staff including new staff to use this approach developing inclusive strategies well	In-service day task- with check ins during Term 1 All staff review playroom, resources, activities, intentional and responsive planning for inclusive practice Appropriate resources as required for individual children
Leaders:	Promote diversity in the ELCC, ensuring signage, resources	Lead ELCO/ELCOs/LAs set up/arrange the environment

Sustained inclusive, aspirational culture and ethos in the Centre, relevant and fit for purpose for all children, ensuring children and families continue to feel welcome and included.	and children's experiences are appropriate and supportive Ensure staff dialogue at collegiate meeting times, is focused on meeting the differing needs of the children, respectful and nurturing, focused on getting it right (All about the child meetings)	as inclusive spaces to learn Collegiate calendar, Quality calendar ensure focus on improving achievement and progress and getting it right for all children
Families/communities: Informed families, aware of healthy lunches and snacks, receiving communication that supports health and wellbeing. Share the language of wellbeing (SHANARRI) in communications with parents and in children's learning journals	Ensure regular invites to families to taste and try lunches and to discuss possible choices with their children in advance of the nursery day Ensure baking and cooking activities that promote health and nutrition Invite parents to cook, baking stay and play sessions Promote the language of wellbeing with parents/carers	Purchase ingredients for healthy cooking, baking, snacks etc Devise new strategies /arrangements /resources for staff/parents/families to enhance parental engagement for food tasting /menu sampling to encourage uptake of free meals
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		
Improve attendance for all children, encouraging nonparticipation in term time holidays - % of children in session 2024-2025 took up a term time holiday Improve attendance for a few children, under 90% attendance, to improve regular engagement in learning, raise attendance by 10%, for pre and antepre children, regular focus on attendance and review of progress. Evaluate Up, Up and Away Framework – Promoting communication and inclusive practice, support staff to plan inclusive learning environments and resources for individual/identified children, establish the correlation with SI plans and with planned and responsive learning experiences-monitor/review plans and practitioner/child interactions termly Coordinate access to staff professional learning- focused on wellbeing, diversity and inclusion (ensure new staff engage in Up, Up and Away training). Review impact of engagement with professional learning Self-evaluation for improvement- using the new Care Inspectorate /Ed Scotland Standard		

Priority 2: Implement approaches to creative teaching, learning and environments, particularly in the outdoors

CREATIVITY

Children's Voice/High-quality Creative Play Outdoors

CREATIVITY		
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Improvement in skills and sustained, positive school leaver destinations for all young people	
NIF SHORT TERM PRIORITIES the ABC's	CURRICULUM	
NIF OUTCOMES (REPLACE DRIVERS)	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	
Outcomes <i>Learners, Practitioners, Leaders, Parents</i>	Actions	Resource
Children: Enhance opportunities for leadership and responsibility roles in the playroom and in the outdoors ensuring they have a voice and that their views and opinions matter. This will help children to have some involvement and ownership in their nursery.	Promote a range of leadership roles in the playroom and outdoors, building on their current roles for example, lunchtime helpers Involve children in the design and change required for the grassy area outdoors. Seek their views on what they would like to use this space for, how can it be enhanced	Resources and finance associated with improvement of grounds Children's voice mind maps and voting systems
Practitioners: As staff Champions for Outdoor Learning, take lead role in improving environment, enlisting the support of all staff in the ELCC, this will ensure enough staff, coordination of tasks and staff ownership of the improvement.	Improve the outdoor spaces (grassy area) to be conducive to motivating and purposeful space for engaging play and learning for children Enlist support of ESO for further dialogue and strategic planning of this space	Strategic and collegiate planning for (cost effective) improvement, with appropriate times allocated for development work-from in-service days and collegiate meetings. August, in-service day, 2026; November in-service day 2025 Seek out any additional outdoor funding grants Children's learning journals

Practitioners: Improved skills and confidence of practitioners in developing learner journals and floorbooks with children	Engage in moderation activities with practitioners across the centre, establishing quality practice, shared standard and sharing good practice-innovative and creative approaches to children's journal and to floorbooks Look outwards re floorbooks-across learning community/WDC to establish quality practice in how floorbooks are arranged to establish children's learning, curriculum, responsive planning etc	Area floorbooks Staff supporting each other, sharing standards, engaging in peer moderation tasks
Leaders: Clarity of purpose through vision and plan for improvement, in improving the outdoor environment, this will ensure enhancements for the children, with creative multi-purpose environment for play	Engage staff in self-evaluation - part of three-year cycle and focus on improving environment for learning Introduce the new self-evaluation framework combined Care Inspectorate and HMI, focus initially on the outdoor environment and identify next steps	Update self-evaluation for session 2025-2026 New framework for self-evaluation (CI and HMI) Create Action plan for Outdoor spaces (grassy area) improvement and identify whole staff commitment to improving this area Enlist support of parents, partners, community
Families/communities: Informed on importance of outdoors, environments for learning, invited to participate in the regeneration of outdoor spaces.	Communicate with improvement priority with parents -re improving outdoor grassy area Share ideas, RtA, My World Outdoors etc Seek parental views, ideas for regeneration Request support in improvements	Seesaw digital app, regular weekly sharing of progress on improvement and visuals of how children are using outdoor spaces
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		
Self-evaluation for improvement using new framework, measure success through engagement of practitioners and quality of evaluation for improvement Practitioner led leadership and development of the outdoor spaces (grassy area) to improve motivation and engagement of children - measure success by the visual difference of the landscape and the interest and views of children/practitioners, on-going review. Share learning / how children are using the outdoors, with parents and families on seesaw, regular weekly monitoring of seesaw by senior leaders will identify consistency/strengths and next steps. Moderation of learner journals (with practitioners) and with floorbooks (outwith centre), to achieve quality practice and shared standard. Self-evaluation for improvement- using the new Care Inspectorate /Ed Scotland Standard		

Priority 3: Securing progress for all, through high quality pedagogy and literacy and numeracy rich environments

SECURING PROGRESS

Tracking/Monitoring Literacy/Numeracy/Wider Achievement

ATTAINMENT	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Closing the attainment gap between the most and least disadvantaged children and young people Improvement in attainment, particularly in literacy and numeracy
NIF SHORT TERM PRIORITIES the ABC's	ATTENDANCE
NIF OUTCOMES (REPLACE DRIVERS)	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/</i>	Actions	Resource
Children: Improved confidence, progress and achievements within key elements of toolkit data ie 'concepts of print', 'money' and 'time' Children: Improved attendance at ELCC, for children below 90% (pre and ante-pre children). (Improve practice of home link, take home learning, to ensure poor attendance is not a barrier to achievement)	Improve children's engagement in early literacy and numeracy, and their sustained engagement and interest towards early literacy and numeracy. Continue collaborative working with Early Stages Teacher (EST), ELCOs and Lead ELCO, monitoring, tracking, evaluating data, planning support and challenge experiences, ensuring equity for all learners. Lead ELCO monitoring attendance, completion of WDC proforma, ELCOs ensuring children want to come to nursery and sharing learning with parents to be continued at home, home link bags shared if children have planned long period of absence (hospital or injury)	Practitioner observations Toolkit data Context Reports Practitioners baseline data Collegiate dialogue from 'All about child' meetings and also from Staged Intervention meetings Tracking/recording system for attendance in Centre and for WDC

Practitioners: Improved confidence and skillset of practitioners re engaging children in early literacy (LLC working on improving literacy) Practitioners: Improved confidence and skillset of practitioners re engaging children in early numeracy (provocations, numeracy in play, numeracy in environment,	Engagement in professional learning around literacy/numeracy by EST - particularly for new staff, within collegiate working, encompassing play, activities that explore literacy and numeracy, provocations in the indoors and outdoors including: Word Aware, Reciprocal Teaching, Environmental Print, Mark Making etc Numbers, SEAL, resources, coins, manipulatives etc	Realising the Ambition -Being Me Word Aware Reciprocal Teaching Early Level Training-Phonics (Aug – in-service day) New framework for self-evaluation (Care Inspectorate/HMI) Baseline, toolkit, (Knowledge of Count With Me-WDC, at Early Level) Literacy and Numeracy rich environments
Leaders: Knowledgeable and data informed, with shared vision for success, strategic plans that focus on strategies for securing progress and achievement in literacy and numeracy for all children	Monitoring/track to ensure consistency in practice and continued success for children Lead Learning, modelling effective practice Collegiate working/dialogue that improves practice Identify children, not on track/milestones. Evaluate/discuss data around progress, set targets (EST/Practitioners), set clearly defined next steps for practitioner and children	Toolkit data Staff dialogue meetings -Collegiate EST/Practitioner analysis of data and collaborative meetings re focused support/challenge Resources/adaptations to curriculum and lay/learning Partnership working Parental engagement
Families: Informed about: children's progress, participation in celebrating successes, achievements, key milestones.	Track children's achievements, as part of the monthly journal monitoring to ensure equity, celebrate success Sharing information between home/school, Engage in PEEP, Stay and Play sessions	Parental engagement plans Visual displays Seesaw digital sharing of achievements (tagging skills and successes)
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		
Improved achievements in 'concepts of print', 'money' and 'time' – monitor children's progress through termly reports EST, through practitioner dialogue at collegiate meetings 'all about the child' and through learning visits. Support and challenge meetings on data -EST/Practitioners- ensuring practitioners know the data and work collaboratively on interventions for equity plans to ensure progress, review these regularly (termly), EST/Lead ELCO Improved approaches to parental engagement – measure uptake of sessions (PEEP, Stay and Play) adapt accordingly-Review impact of seesaw/sharing learning Self-evaluation for improvement- using the new Care Inspectorate /Ed Scotland Standard		

Priority 4: Develop children's skills, including 6WDCs, particularly at key transition stages

EMPLOYABILITY

Skills acquisition: Self managing/social/Innovation/Transitions

EMPLOYABILITY	
NIF Long Term Priorities AND WDC DELIVERY PLAN PRIORITIES	Improvement in skills and sustained, positive school leaver destinations for all young people
NIF SHORT TERM PRIORITIES the ABC's	ACHIEVEMENT
NIF OUTCOMES (REPLACE DRIVERS)	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</i>	Actions	Resource
Children: Improved capacity in talking about their skills for learning (developmentally): self-managing, social and innovation (meta skills) As children begin to transition to P1, bring in the language of 6WDCS competencies: In child friendly language (LLC shared goal) Children: Ensure all children have opportunity to develop their skills, using individual milestones, provided with appropriate support and opportunity to celebrate their successes.	Practitioners to make the development of meta skills explicit in all play and learning contexts, identifying and naming the skills and sharing these orally and in journals with the children Practitioners promote children's voice in recognising their developing skills, being able to make statements about these Ensure children with ASN are learning about their skills development, employing a GIRFEC approach and through use of Up, Up and Away strategies Reinforce this in children's learning journals and in floorbooks	Language of skills in the environment, walls, displays etc Staff team collegiate sessions around meta skills to enhance staff knowledge. 6WDCs for children transitioning to school, make connection Resources, adaptations to environment, staff, milestones, curriculum, learning

Children: With a developing understanding about sustainability and caring for our world: how we recycle and take care of living things, plants that grow, etc	Join the school- Action Plan for next Green Flag Care for our ELCC garden, grassy area, planter pots etc	Global Group - ECO Action Plan
Leaders/Practitioners: Knowledgeable and informed practitioners- on children's skills acquisition, able to identify the skills (met skills) achieved within the children's curricular experiences and wider experiences and review the impact of this on children's sense of achievement.	Review the ELCC curriculum and learning offer and ensure that there is opportunity for development of skills for all children within play and learning offered Develop and track the children's growing confidence with the meta skills of self-management (focusing, integrity, adapting, initiative), social intelligence (communicating, feeling, collaborating, leading) and innovation (curiosity, creativity, sense making, critical thinking) Ensure effective transition planning- working collaboratively between ELCC/School within LLC Developing skills across early level	Meta Skills Wellbeing /Achievement tracker Transition Planning
Families/communities: Parent/Carer engagement, Family Learning to enhance and celebrate skills for learning life and work	Communication with parents- establish how children are developing skills outwith nursery/and in nursery Building on successes	Seesaw app sharing of learning on children's skills Parents can view and comment on tagged skills and see their children's participation in learning, applying their skills
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		
Children's engagement with language of skills (self-management, social and innovation), practitioners ensure curriculum and learning supports development of skills. Practitioners measure this in their interactions with children, sampling conversations with children(daily/weekly) and reviewing what this looks like/sounds like Practitioners share children's play and learning on seesaw – Lead ELCO/HT/DHT review learning posted on seesaw classroom, (weekly) this will evidence children's knowledge and articulation of their skills, for parents to see/listen too. Practitioners model conversations identifying skills in different contexts. Tracking and profiling of skills – across early level? Collaborative working to establish what profiling should look like at transition stages. Success in skills acquisition- for groups of learners, LE /ELCOs track /profile skills acquisition of children who face challenge and hardship, supporting them as required. Self-evaluation for improvement- using the new Care Inspectorate /Ed Scotland Standard		

