

Craigroyston Primary ELC Improvement Plan 2025-2026

Improvement priority:	To further develop the knowledge, understanding, skills and values of all team members to ensure best outcomes for children			
Person(s) responsible:	Overall responsibility: DHT and EYOs			
Next steps from S&Q Report:	<ul style="list-style-type: none"> • Develop induction pack and programme for new team members • Identify priorities in team capacity and identify learning and development opportunities to build capacity • Review and evaluate roles and responsibilities of all team members, including leadership roles at all levels • Build capacity within ELC SLT with regard to quality assurance activities and establish roles and responsibilities for these activities • Develop team knowledge, understanding and effective use of ‘A quality improvement framework for the early learning and childcare sectors: early learning and childcare’ 			
Links to QIs:	<p>LEADERSHIP <i>Leadership and management of resources</i></p> <ul style="list-style-type: none"> • self-evaluation, quality assurance and implementing change • staff recruitment and induction <p><i>Staff skills, knowledge, values and deployment</i></p> <ul style="list-style-type: none"> • staff skills, knowledge and values <p><i>Leadership of continuous improvement</i></p> <ul style="list-style-type: none"> • leadership and professional learning 	<p>CHILDREN THRIVE AND DEVELOP IN QUALITY SPACES</p>	<p>CHILDREN PLAY AND LEARN</p>	<p>CHILDREN ARE SUPPORTED TO ACHIEVE</p>

Key Issue/Challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How and when?)	Outcomes (What does success look like?)	Measurements (How will you know?)
<p>Self-evaluation has highlighted the following:</p> <ul style="list-style-type: none"> - Need for an induction pack and programme to ensure compliance with recruitment and essential learning procedures, and to ensure new team members are well-supported with professional learning and development - Need for further self-evaluation to identify learning and development needs of individual team members and the team as a whole - Need for review of leadership roles and responsibilities, particularly with significant changes in staffing - Need for further development of SLT skills with regard to quality assurance activities 	<p>The creation of a staff handbook/induction pack which includes:</p> <ul style="list-style-type: none"> - Child Protection information - Checklist of essential learning - Checklist of policies and procedures (national, local and in-house) to become familiar with <p>The creation of a staff induction programme which includes:</p> <ul style="list-style-type: none"> - Opportunities for initial role-based professional learning - Opportunities for ongoing role-based professional learning - Opportunities for regular meetings with a member of SLT to discuss and reflect on initial progress in role and identify further professional learning needs <p>Self-evaluation of:</p> <ul style="list-style-type: none"> - Team learning and development needs 	<p>August-October 2025</p> <ul style="list-style-type: none"> - Creation of a staff handbook/induction pack - ELC team to engage with CLPL re 'A quality improvement framework for the early learning and childcare sectors: early learning and childcare' - Review of roles and responsibilities, including leadership roles at all levels - Self-evaluation of team learning and development needs through PRD process and creation of overview - Development of tools to support quality assurance activities <p>October-December 2025</p> <ul style="list-style-type: none"> - Use of 'critical friend' to quality assure quality assurance activities - Establishment of roles and responsibilities with SLT re quality assurance activities 	<ul style="list-style-type: none"> - ELC team more aware and informed of national, local and in-house policies, procedures and practices - ELC fully compliant with national, local and in-house policies, procedures and practices - Increased levels of confidence and skill in carrying out of roles and responsibilities across the ELC team - Increased levels of confidence and skill in leading change and improvement across the ELC team - Increased levels of confidence in the carrying out of quality assurance activities across the SLT - Quality assurance activities leading to improvements in practices and outcomes for children - Increased knowledge, understanding and skill in the use of 'A quality 	<ul style="list-style-type: none"> - Completion of staff handbook/induction pack checklists - Team CLPL records - ELC overview of roles and responsibilities - Team member feedback (MS Forms, professional dialogue, PRDs) - Quality assurance and monitoring of records, plans, overviews and reviews - Regular and rigorous quality assurance of all aspects of the pedagogical cycle - Analysis of data from tracking and monitoring, and moderation activities

<p>- Need for team to become familiar with 'A quality improvement framework for the early learning and childcare sectors: early learning and childcare'</p>	<p>- SLT learning and development needs re quality assurance activities Engagement in professional learning activities in the areas of: - Quality assurance activities Staff CLPL using: - 'A quality improvement framework for the early learning and childcare sectors: early learning and childcare' Leadership of team to support CLPL being translated into practice in terms of: - Use of 'A quality improvement framework for the early learning and childcare sectors: early learning and childcare' for self-evaluation and improvement planning activities</p>		<p>improvement framework for the early learning and childcare sectors: early learning and childcare' across the ELC team</p>	
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Craigroyston Primary ELC - Improvement Plan 2025-2026

Improvement priority:	To ensure children are making very good progress across the curriculum			
Person(s) responsible:	Overall responsibility: DHT and EYOs			
Next steps from S&Q Report:	<ul style="list-style-type: none"> • Develop team confidence, knowledge, understanding and skillset with regard to children’s learning and progression in the area of communication, language and literacy • Develop team confidence, knowledge, understanding and skillset with regard to children’s learning and progression in the area of numeracy and mathematics • Develop team confidence, knowledge, understanding and skillset with regard to effective digital pedagogy • Develop team confidence and a shared understanding of children’s progress and achievement against curriculum benchmarks with regard to tracking and monitoring progress over time • Increase attendance for most children 			
Links to QIs:	<p>LEADERSHIP <i>Leadership and management of resources</i></p> <ul style="list-style-type: none"> • self-evaluation, quality assurance and implementing change <p><i>Staff skills, knowledge, values and deployment</i></p> <ul style="list-style-type: none"> • staff skills, knowledge and values <p><i>Leadership of continuous improvement</i></p> <ul style="list-style-type: none"> • pedagogical leadership • leadership and professional learning 	<p>CHILDREN THRIVE AND DEVELOP IN QUALITY SPACES</p>	<p>CHILDREN PLAY AND LEARN <i>Play and learning</i></p> <ul style="list-style-type: none"> • child-centred planning and assessment <p><i>Curriculum</i></p> <ul style="list-style-type: none"> • curriculum rationale and design • continuity and progression in the curriculum <p><i>Learning, teaching and assessment</i></p> <ul style="list-style-type: none"> • planning and assessment • tracking and monitoring 	<p>CHILDREN ARE SUPPORTED TO ACHIEVE <i>Wellbeing, inclusion and equality</i></p> <ul style="list-style-type: none"> • identification of learning needs and targeted support <p><i>Children’s progress</i></p> <ul style="list-style-type: none"> • progress over time across all areas of learning

Key issue/challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How and when?)	Outcomes (What does success look like?)	Measurements (How will you know?)
<p>Self-evaluation has highlighted the following:</p> <ul style="list-style-type: none"> - Need for team to become more familiar with and confident using CEC Communication and Literacy Guidance - Fewer observations/assessments being done in the curricular areas of Literacy and English and Numeracy and Mathematics than in Health and Wellbeing and other areas - Lower levels of attainment/achievement for Thinking Skills, Communication and Relationships than for Motor Skills - Confusion/lack of clarity across team in relation to progress and achievement against curriculum benchmarks (DMLOs and CfE Benchmarks) - Need for team to develop greater confidence, knowledge, understanding and skill in relation to using digital pedagogy to support learning and progress - Attendance below 85% for 52% of children (Average attendance is 84%) 	<p>Staff CLPL using:</p> <ul style="list-style-type: none"> - CEC Communication and Literacy Guidance - CEC Capturing and Monitoring Children’s Progress Guidance <p>Leadership of team to support CLPL being translated into practice in terms of:</p> <ul style="list-style-type: none"> - Interactions, experiences and spaces - Responsive and intentional planning - Observations / assessments and next steps - Tracking and monitoring <p>Ongoing quality assurance of:</p> <ul style="list-style-type: none"> - Interactions, experiences and spaces - Responsive and intentional planning 	<p>August-October 2025</p> <ul style="list-style-type: none"> - ELC team to engage in self-evaluation re attainment/achievement against curriculum benchmarks to identify development needs - ELC team to engage with CLPL re learning and progress in communication, language and literacy using CEC Communication and Literacy Guidance and create plan for implementation <p>August-December 2025</p> <ul style="list-style-type: none"> - Plan to be developed for creation and implementation of digital pedagogy framework <p>January-April 2026</p> <ul style="list-style-type: none"> - ELC team to work in collaboration to develop play and learning framework - Digital pedagogy framework to be shared 	<ul style="list-style-type: none"> - Increased levels of confidence, knowledge, understanding and skill re learning and progression with regard to communication and literacy - Increase in number of observations/assessments being done in the areas of Literacy and English - Knowledge and understanding of CEC Communication and Literacy Guidance is used to inform all aspects of the pedagogical cycle - Increased levels of confidence, knowledge, understanding and skill re using digital pedagogy to support learning and progress - Knowledge and understanding of effective digital pedagogy are used to inform all aspects of the pedagogical cycle - Increased confidence in using their professional 	<ul style="list-style-type: none"> - Team member feedback (MS Forms, professional dialogue, PRDs) - Regular and rigorous quality assurance of all aspects of the pedagogical cycle - Analysis of data from tracking and monitoring, and moderation activities - Analysis of attendance data

	<ul style="list-style-type: none"> - Observations/ assessments and next steps - Tracking and monitoring procedures <p>Development and implementation of:</p> <ul style="list-style-type: none"> - A digital pedagogy framework based on the Digital Schools Award - A play and learning framework - A maximising attendance policy and procedure for ELC 	<p>with ELC team and implemented in practice</p> <p>April-June 2026</p> <ul style="list-style-type: none"> - ELC team to implement play and learning framework in practice and evaluate <p>Ongoing</p> <ul style="list-style-type: none"> - ELC team to engage in regular tracking and monitoring activities, including moderation activities - DHT and Attendance Champion to engage with Craigroyston Learning Community Maximising Attendance Project 	<p>judgement re progress and achievement against curriculum benchmarks</p> <ul style="list-style-type: none"> - Shared understanding across team of progress and achievement against curriculum benchmarks - Most children (75%-90%) are identified as 'meeting expectations' across the curriculum - Most children (75%-90%) have attendance of 85% or above 	
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Craigroyston Primary ELC - Improvement Plan 2025-2026

Improvement priority:	To improve the quality and increase the frequency and range of opportunities for parental engagement and family learning			
Person(s) responsible:	Overall responsibility: DHT and EYOs			
Next steps from S&Q Report:	<ul style="list-style-type: none"> • Improve the quality of parental engagement and family learning experiences • Increase the frequency and range of parental engagement and family learning experiences • Parents/carers to be given greater opportunities to contribute to discussions about their child’s learning and progress both within and outwith the ELC • Parents/carers to be given greater opportunities to regularly engage in their children’s learning both within and outwith the ELC • Parents/carers to be given greater opportunities to share their own learning needs and contribute to the design of parent/carer learning programmes that are offered by the ELC • Parents/carers to be given greater opportunities to engage in the evaluation of parental engagement and family learning opportunities offered by the ELC 			
Links to QIs:	LEADERSHIP	CHILDREN THRIVE AND DEVELOP IN QUALITY SPACES	CHILDREN PLAY AND LEARN <i>Play and learning</i> <ul style="list-style-type: none"> • child-centred planning and assessment <i>Curriculum</i> <ul style="list-style-type: none"> • partnerships <i>Learning, teaching and assessment</i> <ul style="list-style-type: none"> • planning and assessment 	CHILDREN ARE SUPPORTED TO ACHIEVE <i>Nurturing care and support</i> <ul style="list-style-type: none"> • personal planning • connections with families <i>Wellbeing, inclusion and equality</i> <ul style="list-style-type: none"> • identification of learning needs and targeted support • inclusion and equality

Key issue/challenge (Why?)	What will solve the issue/challenge (What?)	Implementation activities (How, when and who?)	Outcomes (What does success look like?)	Measurements (How will you know?)
<p>Self-evaluation activities have highlighted the following:</p> <ul style="list-style-type: none"> - A need for parents/carers to be given greater opportunities to contribute to discussions about their child’s learning and progress both within and outwith the ELC - A need for parents/carers to be given further opportunities to regularly engage in their children’s learning both within and outwith the ELC - A need for parents/carers to be given further opportunities to share their own learning needs and contribute to the design of parent/carer learning programmes 	<p>Opportunities for parents/carers to contribute to the following:</p> <ul style="list-style-type: none"> - Evaluation of parental engagement and family learning opportunities offered by the ELC - The design of parental engagement and family learning opportunities offered by the ELC - Discussions around and assessment of their child’s learning and progress - Their child’s Personal Plan <p>Further development of our year-round programme of parental engagement and family learning which includes:</p> <ul style="list-style-type: none"> - PEEP groups (adapted to suit needs of community) - Bookbug events - Family loose parts sessions - Excursions - Family food sessions - Play along, learn along sessions - Open days for new starts 	<p>August-October 2025</p> <ul style="list-style-type: none"> - Parents/carers to engage in evaluation of parental engagement and parental learning opportunities offered by the ELC - ELC SLT to update Parental Engagement and Family Learning Calendar which includes: <p>April-June 2026</p> <ul style="list-style-type: none"> - Parents/carers to engage in evaluation of parental engagement and parental learning opportunities offered by the ELC <p>Ongoing</p> <ul style="list-style-type: none"> - Parental Engagement and Family learning Calendar to be carried out 	<ul style="list-style-type: none"> - Most (75%-90%) parents/carers engaging in at least one loose parts session - Most (75%-90%) parents/carers engaging in at least one excursion - Almost all (over 90%) parents/carers engage in at least one play along, learn along session - Most (75%-90%) parents/carers engage in open days for new starts - Almost all (over 90%) parents/carers engaging in Personal Plan meetings/ reviews - Almost all (over 90%) parents/carers engaging in at least one parent consultation - Analysis of parent/carer/child/team evaluation data demonstrates an improvement in the quality of parental engagement and family learning opportunities 	<ul style="list-style-type: none"> - MS Forms completed by parents/carers in August 2025 and then again in May 2026 - ELC Team evaluations of individual parental engagement and family learning events - Parent/carer evaluations of individual parental engagement and family learning events - Child evaluations of individual parental engagement and family learning events - Team evaluations of individual parental engagement and family learning events - Records of attendance for each parental engagement and family learning event

<p>that are offered by the ELC</p> <ul style="list-style-type: none">- A need for parents/carers to be given further opportunities to engage in the evaluation of parental engagement and family learning opportunities offered by the ELC	<ul style="list-style-type: none">- Personal Plan review meetings- Parent consultations		<ul style="list-style-type: none">- Analysis of parent/carer/child/team evaluation data is used to plan/design future parental engagement and family learning experiences	
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